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ABSTRACT

It was the purpose of this study to examine various multiple elective programs in English in schools across the nation to record significant elements and draw generalizations from the data. The information includes a survey of 81 schools and detailed study of curriculum guides and other information from 38 schools. Concentration of the study was upon the courses employed, course lengths, courses for the slow and advanced, independent study, methods of restricting or guiding course choice, course titles and descriptions intended to attract students, use of required courses, use of prerequisites, skill requirements embodied in courses, individualizing instruction, student created courses and course content, methods of beginning the program, grade-levels involved, credits and reporting pupil progress, scheduling and registering, the total-school elective system, and the program in the junior high school and ninth grade. Additional information is included on an independent study program in one of the schools, a unique humanities program, a modular curriculum, and course titles in all of the schools. It is concluded that the multiple elective program in English is worthwhile because of its ability to satisfy problems in English instruction and its use of sound educational theory. It is a worthy program both in its limited and extensive forms for engaging student interest in English. (Author/CK)

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THE MULTIPLE ELECTIVE PROGRAM IN ENGLISH

A Research Project

Presented to

the Faculty of the Graduate School

Indiana University of Pennsylvania

In Partial Fulfillment

of the Requirements for the Degree

Master of Education

by

R. Craig Hogan

August, 1971

TE 002 544

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Title: The Multiple Elective Program in English

Author: R. Craig Hogan

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August, 1971

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Chapter 1

INTRODUCTION

The progressive school of educational philosophy and the student-centered classroom have led educators to realize that student participation in the planning of their educational futures engages their interest and enthusiasm. A growing number of high-school English departments across the nation have joined the movement towards student participation in choosing courses of study by introducing a multiple elective program in which students are grouped according to their interests in any of a variety of courses offered.

In this new curriculum, the required full-year course in English is replaced by shorter courses representing a number of English content areas which are presented to students for their choice much the same way as in higher education. Enough of the courses are scheduled in the student's secondary school career to fulfill graduation requirements in English. While courses specifically in the skill areas are elements of the curriculum, most programs also incorporate practice in English skills into every course, satisfying the individual student's needs in reading, writing and speaking as deficiencies become apparent.

Statement of the Problem

It was the purpose of this study to examine various multiple elective systems in secondary school English in the United States. Attention was especially given to the courses employed, methods of guiding or restricting course choice, objectives and instructional methods, administration of the program, and the system in the junior high school and ninth grade.

The falling away of momentous past changes in education indicates that this new development in English will, like its predecessors, give way to newer programs. However, its influence in schools today is growing yearly as more schools progress to this form of teaching. In the immediate Indiana University area alone, four high-schools have initiated the program--Kiski Area, Saltsburg, Indiana, and Dubois--and survey information has revealed at least seventy-seven additional schools in the nation which have adopted the program. There are probably many more for which information is not available.

Only one attempt has been made until now to examine a number of programs and record significant elements of their curriculums. Linda Kubiek's effort for the Department of Health, Education and Welfare[1] limits itself almost entirely

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[1]Linda Kubiek, Elective English Programs in Junior and Senior High School (Champaign, Illinois: NCTE/ERIC, 1970).

to a compilation of curriculum guides from fourteen junior and senior high schools.

Of the fifty state departments of education contacted for information on multiple elective programs in their states, thirty-one replied. Sixty schools were mentioned by the states as probably having programs of this type. In addition, several other schools were discovered through journal articles on innovative programs. In all, 102 schools which possibly employ the curriculum were found. Inquiries to these schools resulted in seventy-four questionnaires returned with additional information included by twenty-nine of these schools. Four other schools replied with curriculum information without returning the questionnaire, and another three programs were discovered through journal articles.

This study has limited itself to an examination of the eighty-one schools represented in the research population and additional school descriptions in published articles. It was possible only to include information received before May, 1971, the month in which compilation of this study was begun.

The Survey Questionnaire

After preliminary study of several multiple elective programs, a questionnaire of important questions concerning elements in the programs was formulated to be sent to all schools possibly employing the curriculum. Each of the questions was included in an attempt to gain a fuller

understanding of the varieties of the program which exist in the nation's schools.

QUESTIONNAIRE

1. When was the program begun or when will it begin? _____

2. Did any of the following schools and articles influence your use of the program?

   Tren on High School _____

   Bellefonte High School _____

   Iowa University High School _____

   "New Patterns from Old Molds" (Carlsen and Conner, English Journal, April, 1962)

   "To Vanquish the Deadliest Game" (Max Klang, English Journal, October, 1964)

   Other?_____

3. What length are the courses? Six weeks _____
   Nine weeks _____ Eighteen weeks _____ Other _____

4. What grade levels are involved? 10 ___ 11 ___ 12 ___

5. What students are involved? All _____ Superior only ___

6. What courses are required? _____

7. Do you use phasing or ability levels to restrict course choice?

8. What grouping is used? Heterogeneous _____
   Homogeneous _____

9. Do you have a special remedial program? _____

10. Is there independent study or other provision for superior students?

In addition, schools were requested to send additional information or curriculum guides if possible to make available more detailed information for this study. Table 1 shows the responses made by schools to the questions.

Table 1

Responses to the Questionnaire

	INFLUENCES: Trenton	Bellefonte	Iowa U.H.S.	Carlsen Klang	COURSE LENGTHS: Six	Nine	Eighteen	Other	GRADE LEVELS: 9th	10th	11th	12th	STUDENTS: All	Superior	COURSE RESTRICT.: Phasing	Other	None	GRADING SYSTEMS: A, B, C.	P-F	Both	GROUPING: Heterogen.	Homogen.	SPEC. PROV.: Remedial	Ind. Stud.
CALIFORNIA						*				*	*	*	*			*		*			*		*	
Point Loma																								
COLORADO							*			*	*	*	*				*			*	*			*
Alameda, Denver																								
Iver Ranum,							*			*	*	*	*		*					*	*		*	*
Denver																								
Lake County						*	*	36		*	*	*	*			*		*			*		*	*
CONNECTICUT														*			*	*			*		*	*
Southbury	*				*			3																
DELEWARE																								
Cape Henlopen		*			*	*	*			*	*	*	*		*			*			*			*
FLORIDA																								
Jacksonville			*				*			*	*	*	*				*	*						*
ILLINOIS																								
Deerfield			*				*				*		*				*	*			*		*	*
Lombard	*					*				*	*	*	*				*	*			*			*
Ridgewood					*	*				*	*	*	*				*	*				*	*	*
INDIANA																								
Lafeyette	*					*	*		*	*	*	*	*				*		*			*	*	*

Table 1 (continued)

	INFLUENCES					COURSE LENGTHS				GRADE LEVELS				STUD-ENTS		COURSE RESTRICT.			GRADING SYSTEMS			GROUP-ING		SPEC. PROV.	
	Trenton	Bellefonte	Iowa U. H. S.	Carlsen	Klang	Six	Nine	Eighteen	Other	9th	10th	11th	12th	All	Superior	Phasing	Other Res.	None	A, B, C.	P-F	Both	Heterogen.	Homogen.	Remedial	Ind. Stud.
IOWA																									
Iowa U. H. S.								*			*	*	*	*				*			*	*			*
Urbandale								*			*	*	*	*				*			*	*			*
KANSAS																									
Pratt							*					*	*	*				*	*			*		*	*
MAINE																									
Caribou	*							*			*	*	*	*		*				*		*			*
Cumberland Cen.	*							*					*	*				*	*			*			*
Dexter								*	36		*	*	*	*			*			*		*		*	
Fort Fairfield								*			*	*	*	*		*				*		*			*
Orono	*							*			*	*	*	*		*				*			*		
Telstar, Bethel								*			*	*	*	*			*			*		*			*
Waterville							*					*	*	*			*			*			*	*	*
MASS.																									
Chatham	*						*	*		*	*	*	*	*		*					*	*			*
Northampton	*								20		*	*	*	*				*	*				*	*	*
Sharon	*						*					*	*	*		*			*				*	*	*
MICHIGAN																									
Ann Arbor	*							*			*	*	*	*		*			*			*	*	*	*
Trenton								*			*	*	*	*		*			*				*	*	*

Table 1 (continued)

	INFLUENCES					COURSE LENGTHS				GRADE LEVELS				STU-DENTS		COURSE RESTRICT.			GRADING SYSTEMS			GROUP-ING		SPEC. PROV.	
	Trenton	Bellefonte	Iowa U. H. S.	Carlsen	Klang	Six	Nine	Eighteen	Other	9th	10th	11th	12th	All	Superior	Phasing	Other Res.	None	A, B, C.	P-F	Both	Heterogen.	Homogen.	Remedial	Ind. Study
MICHIGAN (cont'd)																									
West Branch								*	36		*	*	*	*			*		*			*		*	*
Wyandotte, W.				*				*				*	*	*		*			*			*		*	*
MISSOURI																									
DeSoto								*			*	*	*	*			*		*				*	*	
Hillsboro							*			*	*	*	*	*			*		*				*	*	*
Lee's Summit								*			*	*	*	*				*	*					*	*
University City					*	*							*	*				*			*		*		*
West Plains					*			*					*	*				*	*				*		*
Windsor								*			*	*	*	*				*	*				*	*	*
MONTANA																									
Sidney								*			*	*	*	*			*		*				*	*	*
NEBRASKA																									
Lincoln									3		*	*	*	*				*			*		*		
NEW JERSEY																									
Pennington								*				*	*	*		*			*				*		
Carteret								*			*	*	*	*				*	*				*		*

Table 1 (continued)

	INFLUENCES					COURSE LENGTHS				GRADE LEVELS			STU-DENTS		COURSE RESTRICT.			GRADING SYSTEMS			GROUP-ING		SPEC. PROV.	
	Trenton	Bellefonte	Iowa U. H. S.	Carlsen	Klang	Six	Nine	Eighteen	Other	10th	11th	12th	All	Superior	Phasing	Other Res.	None	A, B, C.	P-F	Both	Heterogen.	Homogen.	Remedial	Ind. Study
NEW JERSEY (cont'd)																								
Hopewell								*			*	*	*		*			*				*		*
Plainfield									8		*	*	*				*	*			*		*	
NORTH CAROLINA																								
Greensboro								*			*	*	*	*			*	*			*		*	*
OHIO																								
Cuyahoga Falls								*			*	*	*	*		*		*				*		*
Mansfield								*				*		*	*			*			*		*	*
PENNSYLVANIA																								
Bellefonte						*					*	*	*	*			*	*			*			*
DuBois	*	*					*				*	*	*	*		*		*				*		*
Hickory									12		*	*	*	*			*	*			*		*	*
Indiana	*	*						*			*			*			*	*			*		*	
Northern Bedford		*					*				*	*	*	*			*	*			*			
Kiski	*	*	*	*	*	*			12		*	*		*			*	*			*			
Nether Providence								*	36		*	*	*	*			*			*	*			*

Table 1 (continued)

	INFLUENCES					COURSE LENGTHS				GRADE LEVELS				STU-DENTS		COURSE RESTRICT			GRADING SYSTEMS			GROUP-ING		SPEC. PROV.	
	Trenton	Bellefonte	Iowa U. H. S.	Carlsen	Klang	Six	Nine	Eighteen	Other	9th	10th	11th	12th	All	Superior	Phasing	Other Res.	None	A, B, C.	P-F	Both	Heterogen.	Homogen.	Remedial	Ind. Study
PENNSYLVANIA (cont'd)																									
Northern Tioga		*				*					*	*	*	*							*		*	*	*
Penn-Delco							*	*			*	*	*	*		*					*		*	*	*
Rochester				*				*	36		*	*	*	*		*			*				*	*	*
Rockwood									36		*	*	*	*		*			*			*			*
Saltsburg		*						*			*	*	*	*				*	*			*		*	
Selingsgrove								*				*	*	*				*	*			*			*
Seneca		*				*					*	*	*	*				*	*			*			*
RHODE ISLAND																									
Newport					*			*				*	*	*		*			*			*		*	*
VIRGINIA																									
Fort Hunt				*		*				*	*	*	*	*				*	*			*		*	*
WASHINGTON																									
Bellevue	*							*			*	*	*	*				*	*			*			

Table 1 (continued)

	INFLUENCES					COURSE LENGTHS				GRADE LEVELS				STU-DENTS		COURSE RESTRICT			GRADING SYSTEMS			GROUP-ING		SPEC. PROV.	
	Trenton	Bellefonte	Iowa U. H. S.	Carlsen	Klang	Six	Nine	Eighteen	Other	9th	10th	11th	12th	All	Superior	Phasing	Other Res.	None	A, B, C.	P-F	Both	Heterogen.	Homogen.	Remedial	Ind. Stud.
WASHINGTON (cont'd)																									
Highline							*	*			*	*	*	*			*		*			*			*
North Thurston								*			*	*	*	*				*	*			*		*	*
Port Orchard							*	*			*	*	*	*			*				*		*	*	*
Summamish						*		*			*	*		*				*	*			*			*
South Kitsap							*	*			*	*	*	*			*		*				*		
Seattle																									
#1								10			*	*	*	*				*	*			*		*	
#2								13			*	*	*	*			*			*		*			*
#3								10			*	*	*	*				*	*			*			*
#4								*				*	*	*				*	*			*		*	*
#5						*					*	*	*	*				*			*	*			*
#6							*	*			*	*	*	*				*	*			*		*	*
#7							*				*	*	*	*			*		*			*		*	
Palo Alto								*			*	*	*	*				*			*	*			*
WISCONSIN																									
Kaukana						*	*	3			*	*	*	*				*			*	*			*

Table 1 (continued)

	INFLUENCES: Trenton	Bellefonte	Iowa U. H. S.	Carlsen	Klang	COURSE LENGTHS: Six	Nine	Eighteen	Other	GRADE LEVELS: 9th	10th	11th	12th	STU-DENTS: All	Superior	COURSE RESTRICT: Phasing	Other Res.	None	GRADING SYSTEMS: A, B, C.	P-F	Both	GROUP-ING: Heterogen.	Homogen.	SPEC. PROV.: Remedial	Ind. Study
JUNIOR HIGH SCHOOLS																									
Hyak, Washington								*		7, 8, 9				*				*		*		*		*	*
Tyee, Washington								*		7, 8, 9				*				*	*			*		*	

Development of the Program Evident Through Its Literature

Writings on this new program have been limited almost entirely to commentaries on specific existing curriculums as they developed the multiple elective program. The result is a chronology of the program's development embodied in the bibliography of existing literature.

Moved by the problems inherent in English instruction, Battle Creek, Michigan, formulated a new approach to the junior year of English described in the English Journal for April, 1955. This pioneering attempt at free choice of courses offered the 11th year students a choice among four courses. "English with emphasis on literary interpretation," "English with emphasis on creative writing," "English with emphasis on oral communication," or "English with emphasis on dramatic literature." Seeking an alternative to homogeneous grouping by ability, achievement, or future plans, the authors of this experiment employed "homogeneity of interest." Through all of the courses ran a "strand of activities designed to develop certain skills, attitudes, and understandings we believe to be important to all eleventh grade students. These activities are organized in three units of instruction which are taught in each of the five courses. The units were The Quest for Freedom, The Quest for the Good Life, and The Achievement in American Language and Literature."[2]

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[2]Harry Overton, "Eleventh-Grade Electives," English Journal 44(April, 1955), pp. 244-253.

Four years later, Iowa University High School, apparently not greatly influenced, if at all, by the Battle Creek experiment, initiated a program of multiple electives in the senior year. Dr. G. Robert Carlsen, then president of NCTE and head of the Iowa University High School English Department wrote in "New Patterns from Old Molds" in the April, 1962, English Journal that after considering the problems in English instruction, "It dawned on us slowly that at the senior level, with two sections of students, each running for a year, we had four one-semester units of time. Why not, we asked, set up four individual one-semester courses, designed around the kinds of content that we felt various kinds of students most needed."[3]

The result was four one-semester courses, "Readings in English Literature," "Landmarks of Literature," "Writing Problems," and "Writing Workshop," with two being offered in the spring for student choice. The following year the program was expanded to juniors in a non-graded curriculum, six more courses were added to the possible choices, and each student was required to elect at least one literature course, one composition course, and one speech course during his four semesters of 11th and 12th grade English.

Apparently independent of the Iowa University High

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[3]G. Robert Carlsen and John W. Conner, "New Patterns from Old Molds," English Journal 51(April, 1962), p. 244.

School report by Carlsen and Conners, Cuyahoga Falls, Ohio, established, in 1963, a multiple elective system described in The Clearing House for May, 1967, in which weak students were required to take more elementary courses while stronger students were free to choose any of the electives available.

Another Michigan school, West Branch, began its program in 1964, although they did not indicate that either of the earlier Michigan schools influenced them. A description of their effort appeared in the Michigan Educational Journal by Robert Docking and Dan Hogan. In the same year, Rochester, Pennsylvania; Wyandotte, Michigan; and Ann Arbor, Michigan, also initiated the system.

Also in 1964, Max Klang, moved by the apparent success of the Iowa University High School experiment, wrote "To Vanquish the Deadliest Game" for the English Journal. This early article, based, he indicates, on Iowa University High School, helped to disseminate the program in its early days. Its primary purpose was to advance an argument for the program's use and present guidelines for its implementation.

The model multiple elective program for the nation, Trenton, Michigan, initiated its program in 1967 and became influential even before the article by Donald Weise in the English Journal for January, 1970, describing Trenton's federally subsidized program. Also in 1967, J. M. Jaekle's "Safe for Diversity: Another Approach to the English

Curriculum" in the February English Journal described the Fort Hunt, Alexandria, Virginia, curriculum, and M. Ellison's "Let's Ungrade and Upgrade the English Curriculum" in the same issue was an attempt to establish guidelines for the new program. It is obvious that Mr. Ellison took much of his direction from the Melbourne, Florida, non-graded experiment--not a multiple elective English curriculum, but nevertheless very influential.

While in 1967 only three schools initiated the program, the following years saw a great number of new programs, with seven in 1968, twenty-two in 1969, and twenty in 1970 among the schools surveyed. In 1970, also, the two most influential articles appeared, describing the Trenton curriculum and, in Pennsylvania Education for January, the locally influential Bellefonte, Pennsylvania, program. In the same year, Linda Kubiek's report for the Department of Health, Education and Welfare was published by NCTE. Elective English Programs in Junior and Senior High School is a compilation of curriculum guides from the 14 schools which Linda Kubiek studied.

Rationale for the Program's Use

The multiple elective program in English is worth consideration because it (1) satisfies a number of problems existent in English today, and (2) employs sound educational concepts to their fullest advantage.

Descriptions of new multiple elective programs are consistent in beginning, not with the benefits derived from the program, but with the frustrating problems inherent in the old English curriculum which the multiple elective program seeks to overcome. The greatest problem in English indicated by the authors of new programs is the repetition which occurs each year. For all students the results are frustrating, but the slower student, especially, ". . .who needs stimulation through the excitement of practical, empirical, liberal studies in American culture, still finds himself hopelessly bogged down in the same tedium he experienced during his first two years of high school English."[4] The result has been a notorious boredom among students in English.

Another dismaying aspect of English today is its bloated state:

> A typical Grade 11 curriculum guide requires the English teacher to deal with a review of grammar, required and collateral novels from a list of twenty-five to thirty titles by authors from Hawthorne to Hemingway, scores of short stories and poems, biographical outlines of fifty or so American writers, cultural trends during major periods in American history, techniques of oral expression, a major library research project, various techniques of writing, spelling, vocabulary and punctuation. Then to liven up the year and to satisfy his own intellectual needs, the creative teacher tries to throw some light on the American cultural milieu by including units on typical American advertising and propaganda

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[4]Klang, pp. 504-505.

> techniques, semantics, non-verbal communication, the teen-age community as an American sub-culture, elementary social psychology, sketches of linguistic field studies on American dialects, and whatever else he can to meet the immediate citizenship needs of the young people whom he meets each day.[5]

The problem was recognized by the Wisconsin Council of Teachers of English as long ago as 1963: "For some time, we have recognized that the perimeters of English have become obscure--that as we have expanded our programs, we have perhaps attempted too much."[6] The English curriculum has become a hopeless hodgepodge of education odds and ends often determined by the interest or lack of it in the teacher and outdated or nebulous school requirements.

A third problem is evident in students. For them, ". . .in spite of creative teachers, audio-visual aids, large and small group lectures and discussions and a team-teaching establishment, the material under consideration most of the time was, in their eyes, neither very important nor extremely relevant."[7] The curriculum, they feel, is out of touch with reality. The difficulty, Howard Kirschenbaum of Temple

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[5]Klang, p. 504.

[6]James R. Squire, "Basic Considerations for a New English Program," Bulletin of the Wisconsin Council of Teachers of English (The Wisconsin Council of Teachers of English, 1963), p. 6.

[7]David Larsen, "Orono High School's Phase-Elective English Program," Curriculum Bulletin: The English Language 2(Fall, 1969), p. 21.

University indicated before the National Council of Teachers of English in 1969, has been the result of our attempt to teach what we feel will satisfy the needs of our students: "With the best of intentions, we have decided what our students need and what is relevant to them. But history has proved us wrong. We have incorrectly judged what is relevant for our students and have, thus, defeated our own purposes."[8]

Grouping methods have been largely ineffective, particularly the "future plans" grouping employed in most schools: "Those who could 'grind' and pass tests became 'college material' while all others were written off as 'C-division,' 'Track-two,' or 'Lower-group' students--ones fit for less than the best possible training."[9] The diverse abilities of students in the classroom, even the apparently homogeneous classroom of "college" and "terminal" is an additional problem in grouping.

Finally, teachers too are mentioned by schools as being dissatisfied with the old curriculum because "Rather than being able to utilize their special abilities and teaching their interests effectively, English teachers were required

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[8]Howard Kirschenbaum, The Free Choice English Curriculum, a paper presented at the annual convention of the National Council of Teachers of English, Novemoer, 1969. (NCTE/ERIC: 1969), p. 2.

[9]Larsen, p. 21.

to teach 'everything.'"[10]

The multiple elective program can satisfy each of these problems. Course repetition and the accompanying boredom are virtually eliminated by the varied choice of electives and by relegation of English skills to individualized instruction as the student's needs arise. The obscurity of "English 10," "English 11," and "English 12" are eliminated in favor of definite designations of course content and descriptions of anticipated resources to be used. Students and teachers alike have a concrete base of material on which to concentrate their efforts.

Courses in this new program become relevant for students because the "relevancy" of a course is determined not by the practical applicability of its content, but by the student's interest. Even a course in Pope is relevant if this is an area in which the student is interested. Student interest is built in the multiple elective curriculum through student participation in structuring their own English education.

> Clearly, the only alternative which can help curriculum makers build a curriculum that is relevant to the students at which it is aimed is to meaningfully involve the students in the building of curriculum and to structure the curriculum so that as many students as possible can pursue a course of study which is, in fact, relevant to their needs.[11]

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[10] APEX: A Nongraded Phase Elective English Curriculum (Trenton, Michigan: Trenton Public Schools, 1969), p. 2.

[11] Kirschenbaum, p. 3.

The problem of grouping is answered, also, by the multiple elective curriculum. Offering students a choice of courses will make any grouping more effective because, whether heterogeneous or homogeneous by ability, it will emphasize the beneficial effects of "homogeneity of interest" through individual choice of courses, despite the fact that the range of courses may be restricted.

Finally, teachers in the new program are able to devote their knowledge and talents to areas of English which interest them. Students, thereby, benefit from the instruction of qualified teachers teaching areas in which they exhibit enthusiasm and interest.

Besides being able to solve these various problems inherent in English instruction, the multiple elective program employs concepts which have moved educators in recent years. Chief among these is, of course, the belief that allowing students a choice in their curriculum will engage their cooperation and engender interest in English.

Electives have existed for a number of years, gaining increasing acceptance in education. The transition to electives follows the examples set by colleges, by other high-school studies such as science and vocational subjects, and by journalism, drama, public speaking and so forth within English itself.

Another concept which has arisen among English educators is the realization that the range of English, American, and

world literature cannot successfully be surveyed for adolescents in high school: "It is impossible for the individual who is ignorant of the community values around which his own behavior revolves to arrive at some honest appraisal of the sensibilities of different peoples centuries, or even decades ago."[12] Furthermore, the notion that a set body of English and American literature is vital to the intellectual growth of the child is being abandoned. A 1970 ad hoc committee of the Pennsylvania College English Association agreed when it wrote: "We should structure our courses not around 'great works' but around our students' natural interests and abilities."[13]

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[12]Klang, p. 505.

[13]"A Shared Concern: The Student of English in High School and College," unpublished report of an ad hoc committee of the Pennsylvania College English Association, March, 1970.

Chapter 2

THE MULTIPLE ELECTIVE COURSES

The philosophy underlying the multiple elective curriculum has allowed great changes in the types of courses employed, the course content, and length of courses.

The Courses Employed by Multiple Elective Schools

The great diversity of subject material which English has adopted in recent years has found its way, along with an even greater array of studies, into courses in their own right. The traditional fare of courses is represented, as are newer, contemporary studies and a number of courses whose relation to English, despite their appeal to students, is questionable. A complete list of courses employed is contained in Appendix V.

The English skill areas in reading, writing, and speaking occupy an important position in all of the curriculums studied. The most basic approach is in remedial courses aimed at attacking problems experienced by less able students, such as the remedial reading courses: "Remedial Reading," "Basic Reading Skills," "Individualized Reading," and the Kiski, Pennsylvania, "Correctional Reading" in which,

> Individual help will be given to students in

> order to overcome such reading problems as poor comprehension, insufficient or faulty word attack skills, a lack of speed, and limited vocabularies. The selection of reading materials will depend on each student's reading problems as well as his interests. Class size will be smaller than the other elective courses.

Basic reading skills for the average or slightly below average student are presented in special courses while developmental reading courses are available in twelve curriculums in courses such as "Developmental Reading" from the Riggs, South Dakota, curriculum:

> This semester course is open to students who are at or above their grade level in reading skills but who have some reading weaknesses or who desire to improve their total reading ability. Emphasis is on individual practice for speed, comprehension and vocabulary. Students will work extensively with the controlled reader, the shadowscope, and the tachistoscope. Some college level material will be introduced for practice. Diagnostic tests will determine individual reading problems. Outside reading and outlining will be required.

In addition, Pratt, Kansas, and Fort Fairfield, Maine, offer courses in speed reading.

Writing courses are also included in all of the schools. Basic composition courses are taught in eleven, advanced composition in thirteen, "Expository Writing" in particular in three, "Creative Writing" in fourteen of the schools surveyed, and the traditional journalism, yearbook, and newspaper in nearly all. Two schools have also begun individualized instruction through "Writing Laboratory" in the

Iowa University High School:

> Help is given students in the problems that will be encountered in advanced educational writing such as writing essay examinations, taking notes, developing tight organizational structure, and substantiating a point of view.

and the Riggs, South Dakota, "Writing Clinic:"

> This course is designed for the students who need a great deal of help in basic writing skills. Programed instruction in basic writing of complete and effective sentences is stressed. There will be a writing assignment every day with emphasis on a particular skill rather than grammatical perfection. Students evaluate their own writing and do a great deal of re-writing. This is a very basic course in writing.

The speaking skills have, fortunately, received greater attention in the new program, with Iowa University High School, Iowa, even establishing a separate department of extensive courses in the speech, public speaking, and drama area. Courses in the basic speech skills are offered in eleven schools while advanced speech and public speaking are included in half of the schools in courses such as "Persuasive Speaking," "Public Speaking," "Voice and Diction," "Groundwork for Public Speaking," and "Advanced Speech." In addition, "Dramatic Interpretation," a study germane to speech, not theater, has appeared in three of the schools, and debate courses are found in another three.

A great number of courses have arisen designed to prepare students for their use of the English skills in business, such as "Business English Fundamentals" and "Vocational English." Another group of basic communication courses

intend to teach students the basic communication processes they will use in everyday life. "Contemporary English," "Everyday Writing Skills," and "Consumer Education" address themselves to instructing students in writing letters, writing checks, choosing television and theater selections with discrimination, filling out applications, budgeting time and so forth.

Grammar, usage, mechanics, and the language skills of vocabulary, spelling, and phonetics are taught in some high-schools as separate courses although most have left separate courses in these areas to the junior high school, teaching these skills individually on the high school level. Traditional grammar is retained as preparation for college, college board tests, and language study in several schools. Most, however, have gone to teaching "usage" or some form of transformational grammar. Finally, specific courses in "Phonetics, Vocabulary and Spelling," "College Bound English Preparation," and "Punctuation" are employed by schools to teach fundamentals of English mechanics.

Among the thirty-three schools supplying additional information for this study, traditional English and American literature surveys still survive, sometimes divided into "English Literature from Beowulf to the Classical Period" and "English Literature from the Romantic Period to the Present" or similar designations. In addition, courses in specific areas of American and English literature, especially

Victorian literature, have been introduced into the curriculums. Finally, the studies of standard British and American classics are continued in the study of specific authors of our literary heritage such as Shakespeare, Chaucer, Austen, Hemingway, London, and Buck.

Besides the traditional literature courses, an unending profusion of new literature courses have developed in the various programs. The short story is the most universally represented, with such variations as "The Russian Short Story," "The American Short Story," and "World-Wide Short Stories." Poetry, also, is popular among schools, finding its way into fourteen programs in such interesting courses as the Trenton, Michigan, "Poetry Seminar:"

> In this course, the student will become acquainted with poetry not only in the sense of form and ideas but also in terms of how it can enrich and influence the lives of those who come to terms with it. The seminar method will be used to encourage the student to express his opinion of "what" and "how" a poem means. Group discussions will deal primarily with the analysis of poetry and how it expresses the hopes, fears, loves and dreams of young adults. The course will also provide time for individual reading and writing projects that satisfy the student's specific interest.

Courses with "modern poets" (rock and folk lyricists) are included to attract students, such as the Summamish, Washington, "Dylan to Dylan:"

> This generation has its poets who speak in many voices from those who tell it as it is

> in the folk terms of Bob Dylan to those who probe the contemporary scene with the eloquence of a Dylan Thomas.

The novel enjoys a prominent place in English studies in every curriculum studied. Few areas of novel study are not represented in the array which includes study of 19th century novel, 20th century novel, 19th century American novel, 19th century British novel, early British novels, early American novels, the Russian novel, the American novel, historical novels, traditional novels, psychological novels, Gothic novels, and, finally, "The Best of the Biggies," a course in great novels. Less well represented are courses in non-fiction, biography, and essay. Only four schools include non-fiction courses, three essay courses, and three biography courses, with one of these being the biographical study of a particular person, Dwight D. Eisenhower.

A new genre for high schools has arisen in the epic and has been well received by the schools, adopted by four under such titles as "The Folk Epic," "The Literary Epic," "The Homeric Epic," and simply "Epic" which the authors of the course at Orono, Maine, composed to study the Iliad, Odyssey, Aeneid, Beowulf, Song of Roland, Morte D'Arthur, and the German epic, Nibelungenlied. Akin to this form is the growing interest in folklore and mythology. Besides the anticipated "Folklore" and "Mythology" courses, one school includes a course named "Fairy Tales Old and New."

The Bible as literature has found its way from the colleges into the high school in five curriculums. "Mythology, Folklore and the Bible" is the interesting combination in Telstar, Maine, and Dexter, Maine, while Fort Hunt, Virginia, and Lake County, Colorado, simply employ "The Bible" and "Literature of the Bible."

The broad areas of study in world literature and dramatic literature have appeared in a number of curriculums. "World Literature," "French Literature," "Russian Literature," "Asian Literature," and "Writings that Have Shaped the World" appear in the curriculums along with dramatic studies such as "Modern Drama," "Development of Drama," "Current British Theatre," "Comedy and Tragi-Comedy," "Comedy," "World Drama," "Modern American Drama," "Dramatic Literature," and "Poetry and Drama."

The most popular courses in the high schools surveyed are the thematic. A total of 126 courses represents every school supplying information on courses and course content. They range from the well-known "Man in Conflict" and "Man vs Nature" to such areas as "Dilemma of the Underdog" and "Pessimism." Ideas studied include war, the "bad seed" in man, power, love, conformity, justice, the struggle for survival, dissent, the American Dream and a host of others. The thematic courses are listed in Appendix V under "Thematic Literature Study" and related designations such as "Areas of Literature Study of Special Interest to Students."

Several schools, with the central goal of the new program in mind, offer a variety of thematic courses specifically intended to attract the reluctant student and engender "interest through free choice." Among these courses are "Westerns," "Spy Stories," "Teen-Age Novels," "Hot Rod," and "Sports" as well as courses more directly courting the interest of students, such as "Literature that Appeals to Youth," "Literature of Interest to Boys," "Literature of Interest to Girls," and "Literature of the Adolescent Years." Courses to attract the more academically minded student are also part of several curriculums in "Literature of Social Criticism," "Satire: The Literary Prescription for Improvement of Society," "Contemporary Literature," and "Literature of Popular Science."

A number of schools also include courses in the study of literature as an art form. Average and slow students are able to choose "The Nature of Literature," or "Literary Adventures" while the more able student is free to pursue literary criticism in "Literary Analysis," "Principles of Critical Analysis," and "Critical Writing."

Language study aside from the mechanical aspects of writing has become popular in multiple elective schools. Courses in "Language," "Linguistics," "Semantics," "Language in Thought and Action," based on Hayakawa's book, and "History of the English Language" are employed by some of the schools studied.

The contemporary interest in minority groups and Black literature has given rise to a large selection of courses in these areas. Titles such as "The Black American," "The Negro Renaissance," and "Slave to Black Nationalist," especially, bring to the high school the Black studies courses which the colleges have adopted in recent years.

Mass media and film have been adopted by the English curriculum as a study in sophisticated communication. General mass media courses address themselves to teaching critical evaluation and discrimination in consuming radio, television, film, magazine and newspaper reports. In the expanded emphasis mass media studies can receive in the multiple elective curriculum, courses have been bred in film study which, besides teaching how to evaluate, make possible the production of films in the classroom. Others, such as the extremely imaginitive "Creative Eye" of Kiski, Pennsylvania, view a variety of experimental and thought-provoking films followed by evaluation and discussion.

Theatre arts in the actual physical production of plays has been adopted by a number of schools. Probably the most interesting are "Creative Dramatics" in which students write and produce their own shows, "Puppetry," "Children's Theatre," and "Drama: A Season of Live Theatre," which is a course involving the viewing of live stage performances.

A small number of schools, especially Telstar, Maine, have included courses specifically designed to foster

self-adjustment and other favorable psychological ends in the student. "Home and Family," "Teen-Age Problems," "Self-Recognition," and "Who Am I?" are conscious attempts to help students over the hurdles of adolescence. Courses such as "Vocations" and "Occupational Opportunities" serve the more concrete purpose of guiding students into investigations of vocations of interest to them. Similarly, the age of social ferment in which we live has given rise to social investigations and courses on protest, such as "Rebels, Deviants and Retreatists," "Social Criticism and Contemporary Issues," "Youth in Rebellion," and "Phoniness of Society."

Humanities and philosophy study have entered the high school. Humanities courses are present in three of the surveyed schools including the Bellevue, Washington, full-year course of study for superior students described in Appendix IV. A number of philosophy courses have been extracted from college catalogues in such unwieldly courses as "Philosophical Foundations of East and West," and "Literature of Philosophy and Religion" as well as more limited philosophical studies in "Logic," "Existentialism," and "Problems in Philosophy."

Courses devoted to the study of research methods exist in nine schools, and examination of study skills in three. Several courses are also aimed specifically at preparing college-bound students for the English skill demands they will encounter in higher learning.

Finally, the natural inclination to creativity and individual endeavor are fostered in creative thinking courses and independent study. "Blow Your Mind" and "A Taste of Creativity" intend to teach creative thinking, while "Seminar in New Dimensions," especially designed to interest potential drop-outs, "Understanding Other Cultures," and "Seminar in Ideas" treat concepts and ideas from an unstructured approach.

Course Lengths

The length of courses varies among schools, ranging from two to thirty-six weeks. By far the most popular is the eighteen week length employed by 61% of the schools surveyed. The quarter-year, nine-week length ranks second in popularity, employed in 26% of the schools. Another 12% employ the six-week course length that is used in the Bellefonte, Pennsylvania, program.

The remaining schools employ courses of two, three, eight, ten, twelve, thirteen, twenty, and thirty-six week lengths. A small number of schools also make use of combinations of these course lengths, nearly always employing multiples of the same basic unit, such as three, six, and nine weeks. The schools employing multiple course lengths can be found in Table I, pages five through ten.

Chapter 3

COURSES ESPECIALLY DESIGNED TO MEET STUDENT NEEDS

Satisfying the needs of individual students is the primary goal of education. In order to facilitate the accomplishment of this goal, the multiple elective schools have employed special measures, including varying course length to suit the importance of the material, establishing special courses for the slow and gifted, making available independent study, and creating courses which may be repeated.

Courses of Exceptional Length or Brevity

Among schools employing more than one course length, certain courses have been judged important enough for students to occupy the longer lengths, allowing more detailed and lengthy study. Riggs, South Dakota, employs lengths of nine and eighteen weeks with the required course, "Introduction to Speech," and the equally basic option, "Reading Skills," filling two eighteen week units of work. Other courses judged needful of eighteen weeks of instruction are "Advanced Speech," "Developmental Reading," "Theatre Arts," "Creative Writing," "Journalism," "American Literature," "English Literature," and "Occupational English." All other courses are nine week lengths.

Similarly, Dexter, Maine, with its combination of eighteen and thirty-six week lengths, has judged "Creative Writing," "Journalism," "A Sampler of American Writing," "A Survey of American Literature," and "Asian Literature" as warranting the full-year, thirty-six week length.

Courses Intended for the Slow Learner

While the majority of schools surveyed indicated "heterogeneous grouping," further investigation revealed that most of these programs make conscious attempts to channel students into courses which "satisfy their needs," resulting in some homogeneity. Therefore, among nearly all schools, even the schools with very limited restrictions, certain courses are intentionally designed for the slow and gifted students.

For the slower student, remedial programs of some type, especially in reading, were indicated in 49% of the schools surveyed. A list of remedial skills courses is included in Appendix V. In addition to remedial courses, a number of courses have been established in which the pace is slower and materials are less difficult. Within schools employing phase distinctions, phases one and two indicate lower level courses. In these schools, courses have been included under these distinctions for students who need more basic work. Some of the courses listed here are adaptable to several levels and have been given more than one phase distinction.

TRENTON, MICHIGAN

Fundamental English (Phase 1)
Vocational English (Phase 1)
Basic Reading Skills (Phases 1 and 2)
Seminar in New Dimensions (Phases 1-5)
Independent Study (Phases 1-5)
Literary Explorations I (Phase 2)
Literary Explorations II (Phase 2)

FORT FAIRFIELD, MAINE

Writing (Phases 2 and 3)
Language Experiences (Phases 1 and 2)
Improving Reading Skills (Phases 1 and 2)
Tactics in Reading (Phases 1 and 2)
Who Am I? (Phases 1, 2, and 3)
Folklore (Phases 1, 2, and 3)

ORONO, MAINE

Basic Reading (Phases 1 and 2)
Literary Adventures (Phases 1 and 2)
Seminar in New Dimensions (Phases 1, 2, and 3)
Theater Arts (Phases 1, 2, and 3)
Independent Study (Phases 1-5)

Three-level grouping systems are employed by Dexter, Maine; Cuyahoga Falls, Ohio; South Kitsap, Washington; and probably Telstar, Maine, indicating the more basic courses as level one. The level one courses for each of these schools are:

DEXTER, MAINE

Fundamentals of Grammar and Usage (Levels 1, 2, and 3)
Introduction to Speech (Levels 1, 2, and 3)
Creative Writing (Levels 1, 2, and 3)
Mythology, Folklore, and the Bible (Levels 1, 2, and 3)
Social Creativity (Levels 1, 2, and 3)
Reading Fundamentals (Level 1)
Writing to Communicate (Level 1)
A Sampler of American Writing (Levels 1 and 2)

SOUTH KITSAP, WASHINGTON
(all courses listed are level 1)

English Usage Workshop
Writing Workshop
Consumer Education
Leisure and Recreation
Communicative Work Skills
Occupational Opportunities
Contemporary Reading and Mass Media
Survey of American Literature

The Telstar, Maine, levels are not definitely indicated as ability or achievement restrictions. They are, instead, termed "The Individualized Program," "The Thematic Program," a "The Traditional Program." "The Individualized Program," however, contains courses obviously intended to lure the less able student:

TELSTAR, MAINE (The Individualized Program)

The Short Story
Sports
Magazines and Newspapers
Vocations
Westerns
Home and Family
Spy Stories
Teen-Age Problems
Teen-Age Novels
Hot Rod

The DuBois, Pennsylvania, curriculum employs three levels termed "basic," "intermediate," and "advanced" with guidance to bring students into the courses appropriate to their needs and abilities. Under the "Basic Courses" distinctions are included:

DUBOIS, PENNSYLVANIA

Expository Writing I
Reading
Speech I - (A)
Introduction to the Novel
Introduction to the Short Story

Literature of the American West
Modern Literature for Appreciation - Boys
Modern Literature for Appreciation - Girls
Speech I - (B)
Grammar

Finally, the four schools which indicate course difficulty by using grade designations are DeSoto, Missouri; Iowa University High School, Iowa; Northern Tioga, Pennsylvania; and Riggs, South Dakota. The courses limited to the sophomore year are:

RIGGS, SOUTH DAKOTA

Introduction to Speech (Grade 10 preferred)

IOWA UNIVERSITY HIGH SCHOOL, IOWA

Improvement of Writing (Grades 10 and 11)
Improvement of Reading (Grades 10 and 11)
The Nature of Literature (Grades 10 and 11)

NORTHERN TIOGA, PENNSYLVANIA

Study Skills (Grade 10)
Writing the Research Paper (Grade 10)
Composition I (Grade 10)
History of the English Language (Grade 10)
Oral Composition I (Grade 10)
American Literature I (Grade 10)
American Literature II (Grade 10)

The DeSoto, Missouri, explanations of course difficulty are more detailed, but do make use of grade designations often. The basic courses in their curriculum include:

DESOTO, MISSOURI

Basic English
Basic Literature
Practical English

Courses Intended for the Advanced and Gifted

Corresponding to the basic courses for slow students and students retarded in various skills, most schools include courses intended for the advanced student. In the schools employing phasing, advanced courses are indicated by phase levels four and five.

TRENTON, MICHIGAN

Seminar in New Dimensions (Phases 1-5)
Independent Study (Phases 1-5)
Individualized Reading (Phases 2-5)
Theatre Arts (Phases 2-5)
Journalism (Phases 3, 4, and 5)
Advanced Theatre Arts (Phases 3, 4 and 5)
Filmmaking (Phases 3, 4, and 5)
Art of the Motion Picture (Phases 3, 4, and 5)
Modern American Literature (Phase 4)
American Heritage (Phase 4)
Modern World Literature (Phase 4)
Humanities 2 (Phases 4 and 5)
Creative Writing (Phases 4 and 5)
Seminar in Ideas (Phases 4 and 5)
Composition 2 (Phases 4 and 5)
Poetry Seminar (Phases 4 and 5)
Research Seminar (Phase 5)
Shakespeare Seminar (Phase 5)
Advanced Reading Techniques (Phase 5)

ORONO, MAINE

Independent Study (Phases 1-5)
Business English (Phase 4)
Shakespeare (Phase 4)
Short Story II (Phase 4)
American Literature Seminar (Phases 4 and 5)
Debate Workshop and Seminar (Phases 4 and 5)
English Literature Seminar (Phases 4 and 5)
The Folk Epic: Epic I (Phases 4 and 5)
The Literary Epic: Epic II
Film Study (Phases 4 and 5)
Mythology II (Phases 4 and 5)
Social Criticism and Contemporary Issues (Phases 4 and 5)
A Serious Look at Man (Phase 5)
Contemporary World Drama Seminar (Phase 5)

Development of the Novel (Phase 5)
Introduction to Philosophy (Phase 5)
Montage (Phase 5)
Seminar in Twentieth Century Poetry (Phase 5)

FORT FAIRFIELD, MAINE

Creative Writing (Phases 4 and 5)
Senior Review Grammar (Phases 4 and 5)
Mythology (Phases 4 and 5)
Masterpieces of American and European Literature (Phases 4 and 5)

Public Speaking (Phases 2-5)
Shakespeare (Phases 4 and 5)

Among schools using three-level grouping systems, advanced courses are also present:

DEXTER, MAINE

Words (Levels 2 and 3)
A Survey of American Literature (Levels 2 and 3)
Black Literature (Levels 2 and 3)
Maine Writers (Levels 2 and 3)
Hemingway and His Generation (Levels 2 and 3)
English Literature from Beowulf to the Classical Period (Levels 2 and 3)
English Literature from the Romantic Period to the Present (Levels 2 and 3)
Shakespeare: Three Plays (Levels 2 and 3)
The Non-American Short Story (Levels 2 and 3)
Asian Literature (Levels 2 and 3)
Modern Poetry (Levels 2 and 3)
Humor (Levels 2 and 3)
The Romantic Spirit (Levels 2 and 3)
The Individual in Society (Levels 2 and 3)

SOUTH KITSAP, WASHINGTON
(All courses listed are level 3)

Advanced English Usage--Language Study
Advanced Creative Writing (permission)
Expository Writing
Advanced Speech (permission)
Debate (permission)

In the Telstar, Maine, program, the "Traditional Program" is apparently the advanced track of students. Courses

included in the Traditional Program are:

Mythology, Folklore and the Bible
American Literature
English Literature
Drama
Poetry
The Great Books
Independent Study
Grammar for Business Writing and Foreign Language

The Dubois, Pennsylvania, program lists a group of courses which they call "advanced" although they are open to all students:

Twentieth Century Poetry
Modern English Drama
Shakespearean Comedy
Creative Writing I
Theatre Arts
Shakespearean Tragedy
Greek Drama
Early British Literature
American Heritage
The Research Paper and Literary Techniques

Finally, the four schools which indicate course difficulty by using grade designations list several courses as "11-12" and "12."

RIGGS, SOUTH DAKOTA

Advanced Speech (Grades 11 and 12)
Theatre Arts (Grades 11 and 12)
Research (Recommended for College Prep) (Grades 11 and 12)
Creative Writing (Grades 11 and 12)
Journalism (Grades 11 and 12)
Philosophy (Grades 11 and 12)

IOWA UNIVERSITY HIGH SCHOOL, IOWA

English Literature (Grades 11 and 12)
Landmarks of Literature (Grades 11 and 12)
Writing Laboratory (Grades 11 and 12)

NORTHERN TIOGA, PENNSYLVANIA

Shakespeare (Grade 12)
World Literature I (Grade 12)
Drama I (Grade 12)
Creative Writing (Grade 12)
Drama II (Grade 12)
The Big Novel (Grade 12)
World Literature II (Grade 12)

DESOTO, MISSOURI

Literary Analysis
Exposition
Creative Writing
Humanities

Independent Study

The primary precepts of the multiple elective program are that student engagement through participation in the education process fosters learning, that a set body of literature is not necessary to the intellectual development of the child, and that students should be permitted to progress in education at their own speeds. Therefore, students motivated to engage in detailed study of an area of English studies should be permitted to do so. The resulting independent study courses have appeared in sixty of the schools surveyed.

The procedures employed for independent study projects are generally the same. The student must submit a detailed proposal prepared after an initial study of the subject or problem. The student must then find an advisor who is both willing to work closely with the student and is competent in the area of research. The chosen advisor reviews the proposal and rejects it or suggests changes before submitting the plausible plans to the head of the English department for final approval. The single criterion indicated by Scarsdale, New York, for an acceptable independent study project is that it be "any study that culminates with the student's communicating successfully in some form with at least one other individual."[14]

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[14]Franklin G. Myers, "A Plan for All Seasons: Independent Study in an English Electives Program," English Journal 59 (February, 1970), pp. 244-245.

The student's needs and past performance are major determining factors in the acceptance or rejection of the proposal. Independent study students are usually not required to attend classes, but they must work closely with their advisors, reporting to them at frequent regular intervals to discuss their progress.

The Scarsdale, New York, description of their independent study program indicates some of the variety of research projects their students have successfully completed:

> Included among those that terminated with papers were An Inquiry into the Poetry of Ferlinghetti and Cohen, A Study of the Most Recent Congressional Election in Westchester County, Is There a Point in Existing?, The Alienation of the Artist, Marx's Influence on Twentieth Century Politics, How a Television Works, Rimbaud's Influence on English and French Literature, Sex Differences in Four-Year-Olds During Play Situations, Darwin's Theory and Some of Its Consequences.[15]

Additional projects included writing or illustrating books, filming movies, contracting to improve literary style and composition, and studying Shakespeare ending in a performance of several dramatic excerpts.

Trenton, Michigan, employs independent study projects open to all levels of students with a contract between the student and school for completion of the research:

"I, _____, being duly enrolled as a student
(Name)
at Trenton High School, enter into Independent Study with

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[15]Myers, p. 246.

full knowledge and acceptance of the following provisions, and hereby agree to adhere to these mandates until _____ _____ or such time as this contract is
(Termination Date)
dissolved, either by mutual written consent of myself and the instructor or by the administration of the school.

1. I assume full responsibility for ascertaining the date, time, and place of all course sessions. Furthermore, I will be present at all lectures, work sessions, seminars, and other appointments designated by my faculty advisor. In view of the unusual amount of unsupervised time associated with this course, I realize that cutting a conference session, wasting time during contract hours, or being late to my assigned study area is a serious breach of good faith and constitutes grounds for termination of this contract.

2. I agree to assume full responsibility for my conduct and will report promptly to the study area assigned and remain during the required time furthering my academic education.

SIGNED: _____

on this the _____ day of _____, 1968.

_____
(Instructor's Signature)

In addition, the Trenton, Michigan, independent study program invites students to audit segments of those classes which will aid them in developing their projects, supplies for each student a dry carrel to work in, insures that the science labs are open at any time for students in science-oriented projects, abolishes restrictions on the library, and asks students to keep daily logs of their progress.

Two additional factors are mentioned by the Trenton authors:

Credit for the course may be given in one of

> two ways. The student may, if he wishes, receive a transcribed letter grade, in which case the grade will be determined by the faculty advisor. On the other hand, he may choose to study on a credit/no credit basis, in which case he must satisfactorily complete the semester contracted work in order to receive credit (no grade).

Second, the danger of students formulating projects of too great difficulty or of proposing projects too simple is another problem to which the Trenton authors address themselves:

> Because students of any achievement level may enroll in this program, it is important that care be taken in evaluating the project plans they submit. A sophisticated project for a very slow student will obviously not be a sophisticated project for a very bright student. The evaluation of the reasonableness of the study must be highly individual, with as much concern being given to the likelihood of the student experiencing success in the project as there is to his personal freedom to learn.

Courses Which May Be Repeated

An additional result of the total elective system has been courses which can be repeated. Among courses whose content is determined by the students enrolled, or which change with passage of time, repeating the course is possible. Bellevue, Washington, includes two repeatable courses: "Drama: A Season of Live Theater" which involves reading and viewing plays, and "English Novel." The Iowa University High School "Individualized Reading" also may be repeated for credit.

Chapter 4

GUIDANCE OF STUDENTS AND COURSE CHOICE

In order for the multiple elective program to successfully satisfy student needs while still engaging student interest through free choice, measures have been devised to guide students into courses which will satisfy their needs without hampering the favorable psychological ends. To accomplish this purpose, restrictions on course choice ranging from ability levels to strong guidance are employed. In addition, course titles and descriptions are employed which are intended to attract students, and required courses or prerequisites are demanded by many schools to insure the accomplishing of basic courses in the English skills.

Methods of Restricting or Guiding Course Choice

While the overriding consideration inherent in the multiple elective system remains the generating of student engagement in English through their choosing courses, the most pressing decision facing educators innovating this new program is whether to rely entirely on "grouping by interest," resulting in an essentially heterogeneous classroom, or to restrict course choice in some way to create partially or extensively homogeneous classrooms. Sixty percent of the schools surveyed indicated that they employ no restrictions on student course choice, resulting in heterogeneous classes.

The remaining 40% surveyed indicated definite restrictions on course choice ranging from strict homogeneity of achievement by "phasing" to firm guidance through the use of indications of course difficulty in course descriptions.

In most schools indicating heterogeneous classes who also supplied detailed information, however, it became apparent that students were consciously guided into particular courses which satisfied their individual needs and resulted in partially homogeneous classrooms. On the other hand, nearly all schools indicate that guidance is used and that the final choice is still the student's.

The most popular method of directing students into courses commensurate with their achievement is the phasing system developed by Dr. Frank Brown for the total non-graded school program at Melbourne, Florida. Of the thirty-three schools employing course restrictions, eighteen indicated by name the phasing system, probably following the example set by the influential Trenton, Michigan, multiple elective program which adapted the total school phasing system to the particular needs of their English curriculum in 1967.

This grouping method limits student choice of courses by assigning several electives to each of four, five, or six achievement levels (phases) and counseling students toward those courses on the phase level judged commensurate with their present levels of achievement as indicated by past performance and test scores. Choice is still present,

retaining the desired effect of student engagement through free selection from a number of courses, but classes are more homogeneous, facilitating instruction and meeting of individual needs. The five levels, as adapted by Trenton, Michigan, from Dr. Brown's formulation are:

> Phase 1 courses are designed for students who find reading, writing, speaking and thinking quite difficult and have serious problems with basic skills.
>
> Phase 2 courses are created for students who do not have serious difficulty with basic skills but need to improve and refine them and can do so best by learning at a somewhat slower pace.
>
> Phase 3 courses are particularly for those who have an average command of the basic language skills and would like to advance beyond these basic skills but do so at a moderate rather than accelerated pace.
>
> Phase 4 courses are for students who learn fairly rapidly and have good command of the basic language skills.
>
> Phase 5 courses offer a challenge to students who have excellent control of basic skills and who are looking for stimulating academic learning experiences.

A similar arrangement was formulated for reading literature in the early days of the program at the "Project APEX 1966 Summer Workshop." It is included here because of its possible use to schools investigating the phasing system. The authors indicate that the level designations here were not to be adhered to rigorously.

Phase 1

5th and 6th grade reading level as measured by

standardized tests. Ability to read adventure-oriented books sufficiently well to understand factual information. Relatively little motivation to read because of reading difficulties.

Phase 2

7th and 8th grade reading level. Ability to read adventure books sufficiently well to perceive character motivation and to understand what prompts characters to act the way they do. Thus the student should be able to do some basic interpretation from his reading. His reading is restricted almost exclusively to the kinds of things he is interested in.

Phase 3

9th and 10th grade reading level. Ability to read with understanding literary works which confront the reader with a theme. Student should also be able to note character development. He will read what is required of him but shows little initiative in reading on his own.

Phase 4

11th to 12th grade reading level. Ability to analyze literature and to see an author's work in its appropriate historical context. He is motivated to read and will read many books because he enjoys reading as a pastime.

Phase 5

13+ grade reading level. In addition to recognizing the author's theme, tone, point of view, and the like, the student is able to read critically and appraise the literary quality of a work. He is highly motivated to read and reads extensively.

The Trenton authors indicate strongly that "In order to avoid the possibility of stereotyping, an APEX axiom is that 'courses are phased not students.'" The statement is reiterated by both Orono, Maine, and Fort Fairfield, Maine, who took their direction in the multiple elective program and

phasing from Trenton. The result is that phasing is not a form of strict grouping, but is a guidance tool.

Olympia, Washington, also adopted a phasing system, differing from Trenton's in some respects. Going back to Dr. Brown's Melbourne experiment, Olympia included the "Quest level" (independent study for very superior students) making six phase levels. The basis for grouping students on each level is the Co-operative English Examination published by ETS which is administered in the 9th grade. In addition, "Ninth grade teachers will evaluate each student according to ability, motivation, and perception." For later courses, instructors who have already had the students will suggest the level they think each student should be placed on for the second semester. For especially advanced students additional measures are taken:

> Students who score high enough on the Co-operative English Examination to be placed at level 6 will also take a literary apperception test (no specific test adopted yet) and write a diognostic theme.

The second test and diagnostic theme are intended to insure that the student's level of literary sophistication is high enough to handle the responsibility of independent study. Those who do not perform satisfactorily remain on level five.

While the number of classes and the students placed in phasing levels as a result of the examination scores will vary from year to year, the Olympia authors have formulated a projected range of scores, number of course offerings, and

number of classes per level based on the school's past experience:

LEVEL	1	2	3	4	5	6
Range (Co-op test)	125-138	139-146	147-154	155-162	163-167	168-177
Number of classes	4	10	16	15	6	4
Number of course offerings	2	3	5	5	2	2

Embodied in the levels of the Olympia curriculum are graduated levels of skill difficulty following a "spiral curriculum" plan:

> Basically, the six levels will represent an ascending spiral of similar concepts; the spiral will reflect the normal growth of the student in acquiring his English skills and perceptions, as well as the varying degrees of human capacity for artistic sensitivity. Consequently, the curriculum structure spirals from literature of pleasure, to literature of personal involvement and identification, to literature of artistic merit and impact; from an understanding and use of language as it is commonly known, to an understanding and use of effective rhetorical skills, to an understanding and use of written and oral communication that is characterized by both effectiveness and beauty. The more advanced the level, the greater will be the insight and independence required of the student.

While most level changes will occur, the Olympia authors indicate, at the end of the year, it is possible for a student to change at semester break. Furthermore, in connection with level changes,

> During a student's high school career, he may, if properly placed, remain at the same level for all three years or change as many as three levels. There is no concept of success or failure tied to level change. The hard-working student who performs at the top of his ability may very well remain at his original level designation. Likewise, probably only the sudden spurter will work at three different levels during his high school years. We anticipate that most students will either remain at their original placement level or have experience at two different levels during a three-year course.

Several other methods of restricting course choice employed by schools appear to be based on the phasing system but have undergone basic changes. The Pennington, New Jersey, curriculum deletes one phase, leaving four, and reverses the number designations so that level one contains the advanced students while level four has the slower.

Another variation is the Bellevue, Washington, curriculum which employs the five level Brown phasing as designations for the difficulty of courses but groups the phases together so that all courses, with one exception, are either phases 1, 2, and 3 or phases 3, 4, and 5 creating a two-level course distinction.

A system related to tracking and phasing is the one employed by Dexter, Maine; Tel Star, Maine; Cuyahoga Falls, Ohio; and South Kitsap, Washington. Three ability levels are defined in those schools and students are restricted to choosing courses on the ability level to which they have been assigned. While the Tel Star description does not definitely indicate ability level distinctions in its three courses of

study, "The Individualized Program" series of courses is apparently intended for the less able, "The Thematic Program" for the average, and "The Traditional Program" for advanced students.

A number of schools employ course restrictions by limiting course choice by students to courses designated by grade levels, as in the programs of Riggs, South Dakota; Iowa University High School, Iowa; Northern Tioga, Pennsylvania; and DeSoto, Missouri. Courses in these schools are restricted to "10th," "11-12," or "seniors," "juniors" etc. Several other schools only indicate difficulty of some of their courses with the same designations.

Finally, a great number of schools limit course choice by indicating the ability or achievement level in the course description and counseling students of the level of performance expected of them in the courses. A great number of different methods are employed, however, in indicating to students the levels of these courses.

Some schools indicate the level of student who should enroll for a course by including psychological demands, such as for "the self-disciplined student" or "student with a constructive attitude towards learning," or for "the mature student." Others demand some prior experience for enrolling, such as the Orono, Maine, "Dramatic Reading:"

> This course is designed primarily for those students who have had some speech training. . .

A great number indicate that certain skills are necessary in students who enroll for a particular course, such as "Creative Writing"--"students should be proficient in basic skills of writing before applying for this course," or "Masterpieces of American and European Literature" for "those students who have no reading problems," or "English Literature Seminar" for students who are "able to carry on research and to report both orally and in writing their findings and opinions." Similarly, some courses indicate that prior knowledge is expected, such as in the Orono, Maine, "Mythology II" course:

> A rudimentary understanding of the Greek world and the major Hellenic mythological figures is assumed to be already possessed by the students enrolled in this course.

Some of the schools indicate directly the difficulty of the course, stating that the course material is "relatively easy and fairly unsophisticated" or that it is "an advanced course." Other schools use the designations "for students having difficulty," "for average students," and "for students who have no difficulty."

A large number of the courses studied were to be entered by permission of the instructor. The courses in the schools studied included "Basic Reading," "Advanced Journalism," "Forensics," "Reading Skills," "Role-Playing," "Individualized Study," "Advanced Writing," "Creative Writing," "Drama: A Season of Live Theater," and "Individual Investigation."

Retaining the designations of college-bound and non-college, some schools indicate the future plans of students in restricting course choice. Course descriptions often state, "for those who plan to enter business," or "for the college-bound student." The Tel Star, Maine, program employs the future plans of students to guide them into courses which will satisfy their needs including suggested courses of study for each vocational area. Students are counseled to take courses which will aid them in their future plans.

Another approach to guiding students into courses is through indicating the deficiency which will be attacked in the course description, such as, "Basic skills, comprehension, speed, vocabulary, outlining, study skills, will be practiced," or "This course is designed for students who need a great deal of help in basic writing skills," or "This course is designed for students who see a need for practice in the fundamental problems of usage: punctuation, spelling, sentence errors, etc."

Course Titles and Descriptions Intended to Attract Students

Generating interest in English courses is the central goal of the multiple elective English curriculum. The result has been that the curriculum guide has metamorphosed in many schools from the dry record of English skills into a living, colorful commercial intended to excite.

A great variety of course titles have emerged designed

to attract students. Undoubtedly the most colorful titles are contained in the Fort Hunt, Virginia, and Summamish, Washington, curriculums. The Summamish titles include "Right-on," a course of reading in a specialized field of interest, "Write on," to develop good paragraph writing, and "Write on & on!," to teach the aspects of research. Other courses include "Rammarg" (grammar), "The Best of the Biggies" (great novels), and "Tales of the Supernatural: Dark Shadows and Stuff."

Similarly, the titles of Fort Hunt's program intent to attract student interest. "Your Own Thing" is a course in independent study and research aimed towards self-adjustment; "Glory Be to Dappled Things" and

IT'S A BIRD IT'S A PLANE
IT'S A POETRY UNIT

are titles of units on poetry; and "Color it _____" is a course on the Victorians. The titles range from slang phrases often quite descriptive of the course involved to catchy or humorous titles having little to do with the course involved.

More ingenious are the course descriptions. The techniques used to sell courses are worthy of Madison Avenue. Attempts are made to instill awe in the students, as in Fort Hunt's "The Homeric Epic:"

> Here are the characters who have become symbols for all succeeding ages: brilliant Achilles, wily Odysseus, proud Agememnon, loyal Hector, resplendent Helen, grieving Hecuba, faithful

> Penelope. . .For although nearly every great writer to come after has borrowed from him, still none has surpassed Homer in recognition and definition of the human condition.

Other descriptions appeal to the student's desire for success as in the Cranberry, Pennsylvania, "Literary Criticism:"

> Are you stuck for an answer when the teacher says "Is this story good? Is this story effective?" Would you like to have a meaningful answer?

Or Bellefonte, Pennsylvania, in "Logic:"

> Have you won any arguments lately about using the car Friday night?--or about the relatively small difference between 11:30 p. m. and 3 a. m. as a curfew time? There is a system of argument organized especially for such situations, or any other occasion where the mind needs to triumph over blind prejudice or emotion.

Humor is often used to attract the student to a course. Summamish, Washington, describes the "Faster and Better Reading" course in its curriculum guide:

> Evelyn would show you how to read 10,000 words a minute. We will be satisfied to help you boost your speed to something less than that--and to enjoy it more.

The challenge is another tool employed to arouse interest, as in Fort Fairfield, Maine's statement to their students in the description of "Masterpieces of American and European Literature:"

> There will be much independent reading and study with written and oral critiques. Do you like meeting a challenge? If so, this course is for you.

The most widely used method of arousing interest is

through a series of questions, such as the Summamish, Washington, "Language Study:"

> If we can agree that the use of language distinguishes homo sapiens from the rest of the animals, can we then speculate whether his first words were "I love you" or "Give me my club" or merely "Ugh"? Can we explain why an Eskimo uses many words to describe our one snowflake? Or what is the SHS custodial staff to do when Mrs. Wagner wants a rubbish bin? What kind of an authority is a dictionary anyway or have you tried spelling bus with an ing recently?

Finally, probably the most persuasive statements in course descriptions promise little homework and short assignments and studying only interesting things, as in the Orono, Maine, "Poetry for Enjoyment:"

> This course is for all students who like poetry or who would like to like poetry. Very little analysis will be required; the emphasis will be on enjoying what the poet says.

Or the Cranberry, Pennsylvania, "Basic English--Literature:"

> A course in literature designed for its easy-reading and enjoyment.

Use of Strategic Required Courses

Faced with the problem of insuring that students have backgrounds in the English skill areas, many schools have established certain required courses which must be taken before graduation from high-school. Among the schools surveyed, thirty employed required courses to insure the students' exposure to basic skills instruction. The combination of required courses is exhibited in Table 2.

Table 2

Courses Required by Schools

Course	Number of Schools Requiring
Composition only	8
Literature and composition	6
Reading, Speech and Composition	3
Speech and Composition	2
Speech only	1
Literature only	1
Basic English	1
Basic English and Literature	1
Research	1
Speech, Composition, American Literature, World Literature, and English Literature	1
Freshman Composition, American Literature and English Literature	1
Writing, Drama, and Literature	1
Speech, Writing, Language, and American Literature	1
Composition or Reading	1
9th--Basic Composition, 10th--Grammar, 11th--Advanced Composition, 12th--for college, Research Paper; for non-college, "Ideas Seminar"	1

Another method of insuring the completion of certain basic courses is employed by Bellefonte, Pennsylvania. In addition to its required courses, five courses must be chosen during the three years from a list of "Basic Courses" which include two composition, two reading, six literature, two speech, and two research.

Use of Prerequisites

Eight of the schools studied employed prerequisites to insure the completion of basic courses. For the most part,

the prerequisites are introductory courses in composition, speech, literature, drama and so forth, but some schools demand unusual prerequisites for courses. Riggs, Pierre, South Dakota, demands that students have a "B average" in English for enrolling in "Creative Writing" and "Philosophy." Similarly, Bellevue, Washington, requires a "B average" for entrance to the "Annual" course. A more complicated set of prerequisites is established by Kiski, Leechburg, Pennsylvania, in requiring that students finish "Voice and Diction" before enrolling in "Reading with Meaning," and that they finish "Fundamentals of Speech" before enrolling in "Voice and Diction." Finally, the Bellefonte, Pennsylvania, prerequisite for "Mass Media--Radio and TV" is the unusual combination of one speech course and one writing course.

Chapter 5

OBJECTIVES AND INSTRUCTIONAL METHODS

Accompanying the change in curriculum in the multiple elective program is a change in objectives and instructional methods. Skill requirements within all courses are emphasized, more individualization of instruction is employed, and students may participate in the creation and organization of some courses.

Skill Requirements Embodied in Courses

The skill areas of English must receive attention despite the fact that the content of most courses emphasize the literature involved. Therefore, the logical end is that the English skills should be employed in every course, especially for those deficient in any area.

Trenton, Michigan; Palo Alto, Washington; North Thurston, Washington; Fort Fairfield, Maine; Telstar, Maine; and Pennington, New Jersey, indicate that the English skill areas will be taught in all courses. Nearly all of the other schools also include activities such as composition assignments, panel discussions and debates, and reading assignments in their courses, indicating that they, too, feel the necessity of including the basic skill areas within courses.

Individualizing Instruction

While the expression, "individualizing instruction," has become increasingly popular in the modern student-centered classroom, its practice has been limited because of lack of understanding of individualizing methods. Several of the multiple elective schools have made concrete suggestions for individualizing instruction within the classroom, through devices outside of the classroom, and through a change in educational philosophy.

Individualizing instruction within the classroom is most difficult and most necessary for English educators. The Trenton, Michigan, plan for individualization of instruction in the classroom is more complete than any other indicated among schools surveyed. A small portion of its more important aspects can be included in this study, however:

> The following is one practical method of bringing about individualized instruction in the traditional framework that most of us find ourselves in. This is not intended to be an elaborated dissertation on the process. It is merely a sketchy design of the mechanics involved. Following are some basic steps:
>
> STEP 1. Define course, objectives, emphases, nature of the student likely to take course, and materials available.
>
> STEP 2. Determine amount of individualization desired in course by blocking in a calendar with any non-individualized activities that are anticipated.
>
> STEP 3. Itemize carefully all available materials and resources available.
>
> STEP 4. List learning activities which could be performed individually with the above resources and materials either

used singly or in combination.

STEP 5. Indicate approximate time required to complete each activity.

STEP 6. Prepare a set of clear instructions for each activity on cartridge tape along with paper instructions if they are needed.

STEP 7. Survey new class of students regarding each person's preference of activities which could be engaged in.

STEP 8. Hold conferences with students to map out their tentative total course plan of individualized instruction and also their specific short term plan of 1-3 weeks.

STEP 9. Chart out each student's individual schedule, discuss it with him and implement.

The Trenton, Michigan, program also makes extensive use of student note-books and record books to make available a concrete record of the student's progress.

Other schools also individualize instruction within the classroom. The Bellevue, Washington, curriculum determines the reading backgrounds of its students enrolled in "Novels for the College Bound" and formulates the course content based upon each student's needs. Orono, Maine, individualizes its "Basic Reading" course by having each student report individually to class for thirty minutes of concentrated individual attention. Orono also employs a contract system in its "American Literature Seminar" so that students will perform at a level they have agreed upon with the instructor. A very imaginitive contract system employed by Palo Alto, California, is described in Appendix I. Finally,

nearly all schools are in agreement that the mechanics of language usage, especially in composition, should be taught to students on an individual basis.

Another method of individualizing instruction in composition and reading exists in devices outside of the classroom, such as the English lab of Indiana, Pennsylvania. In an inconspicuous corner of the school library are two sets of eight dry carrels, files for student folders, and a glass-front book case for materials. To individualize instruction in composition, several programed materials are used:

English 3200: A Programed Course in Grammar and Usage (Harcourt, Brace and World)

English 2600: A Programed Course in Grammar and Usage (Harcourt, Brace and World)

A Self-Improvement Guide to Spelling (Holt, Rinehart and Winston)

30 Days to a More Powerful Vocabulary (Pocket Books)

Vocabulary for College (Harcourt, Brace and World)

A Programed Approach to Writing, Books I, II, III (Ginn and Company)

Individualized instruction in reading employs,

SRA (Science Research Associates)

Senior SRA (Science Research Associates)

Model III, Reading Accelerator (Science Research Associates)

The English department has arranged for an English teacher to supervise the lab every period of the day so that students can come from English classes or study periods on their own initiative or at the request of the English teacher. A file

is kept on each student so that the lab proctor can aid in the student's instruction and the English teacher can observe his progress.

A third area in which individualization of instruction takes place in the schools surveyed is in adapting materials to the student's ability level, especially in reading literature. While the majority of schools still emphasize literary form in the study of reading material, some have indicated extensive efforts to adjust reading objectives to the levels of student ability.

The Trenton, Michigan, and Telstar, Maine, curriculums deviate markedly from the emphasis on form. The Trenton program follows the philosophy for the majority of their students that,

> Only a few students will ever become artists; most of them will be in the audience. And unless English teachers can motivate more students and make English more meaningful and enjoyable, there will be no audience.

Consequently, Trenton courses are designed to bring students to an enjoyment of the English skill areas and accomplish other psychological functions, as well as to encourage more able students to examine literary productions as works of art.

The psychological ends are evident in nearly all course objectives in these schools. The objectives in Trenton's "Modern Literature" exhibit both psychological ends and more advanced consideration of literature as form:

Objectives

1. To help the student develop deeper insight into himself and others.
2. To help the student become more aware of the moral and social problems facing the individual and mankind.
3. To help the student acquire a greater understanding of literary form and technique relevant to the understanding of character and theme.
4. To expand the student's literary horizons while developing in him sensitivity and taste in the selection of literature.

A similar emphasis is found in the Telstar, Maine, program:

> The English program in Telstar Regional High School is based on the philosophy that literature, art, music, and drama are reflections of life that will heighten a student's sensitivity to the world in which he lives. This humanities-oriented English program is coordinated with the program in the other content areas in an attempt to create a rich learning environment that has relevancy for the student and will prepare him to take a responsible role in life.

The result of this philosophy is classes such as "The Family," "Teen-Age Problems," and "Self-Recognition."

Other schools employ less emphasis upon these psychological ends in studying literature, but still give attention to them. Several schools have indicated that their chronological surveys also have the mission of aiding individual students in defining their own values by viewing the values of other peoples and cultures. The Olympia, Washington, program attempts to satisfy the particular needs of students by indicating that communication and the English

skills are more important than literature study for slower students:

> The content is so designed that somewhere along the level-continuum the art of literature gives way to the utility of communication. This premise is based on the contention that the English program must serve as the realistic bridge to the students' future desire for, and response to, English skills--not as a shaky, name-dropping acquaintance with the masters for those who will never even know the joy of reading for pleasure and escape.

Student Created Courses and Course Content

The logical end of the philosophy which results in students being able to choose their own courses of study to generate interest and engagement is that the content of courses can also be flexible enough for students to participate in the choosing of course material. A number of courses have evolved in which students create the course and determine course content.

The courses which schools have indicated as being student created are North Thurston's "Modern Periodicals" in which "The course will differ according to the interest of the students enrolled;" Lake County, Colorado's "Novel II" in which "The class will choose the novels to be read, and all will be reading the same novel with discussion to follow;" Northern Tioga's "World Literature I" in which "Class survey will determine which countries will be studied;" Orono's "American Literature Seminar" in which "The internal organization and limitation of the course material will be

determined by the needs and interests of the people involved;" South Kitsap's "Advanced Reading" in which "Students will be assisted in developing a course of study suited to their individual needs;" or Bellevue's "Drama: A Season of Live Theater" in which "students will attend the plays selected by the class."

Other schools employ freedom to choose course content within certain limits. The Iowa University High School indicates that its "Landmarks of Literature" is taught using "half a dozen major works from world literature. The course ordinarily includes a Greek play, a Shakespearian play, two continental novels, one English novel, and one American novel plus wide individual reading in major literary works which the student plans for himself;" or extra projects formulated at the descretion of the class members outside the framework of the course syllabus, as in the Palo Alto "Psychology Through Literature:"

> Voluntary night meetings will be encouraged as well as outside reading, projects, and student taught subject areas.

Chapter 6

ADMINISTRATION OF THE PROGRAM

Several elements of the multiple elective curriculum are peculiarly administrative problems. Methods of beginning the program, the grade-levels involved, methods of scheduling and registering, and the total-school elective program are elements which involve the mechanics of the program.

Methods of Beginning the Program

Schools employing the program have, largely, begun with all three or four grade-levels after extensive research and planning. The Bellefonte, Pennsylvania, and Trenton, Michigan, programs were initiated following the receiving of federal grants: $38,000.00 for the Pennsylvania program and over $200,000.00 for Trenton.

Iowa University High School and Waterville, Maine, began their programs in the senior year to expand later to the other grades. Indiana, Pennsylvania, began in the sophomore year with preparation to expand to the upper grades, while Newport, Rhode Island, began in the eleventh and twelfth years, anticipating expanding to the ninth and tenth grades in 1972.

The most interesting method of initiating the program is the pilot experiment employed by Kiski, Pennsylvania, and

Scarsdale, New York. In Kiski, 240 sophomores were chosen to initiate the program. In 1970-71 the program has been expanded to all sophomores and the original group of 240 in their junior year. Scarsdale, New York, asked for 150 volunteers to initiate a pilot, received 400, and decided to accept them all.

Grade-Levels Involved

The schools surveyed include a variety of grade-levels in their program. The ten through twelve is the most popular, existing in 53 of the 81 schools. Second is the eleven through twelve distinction, indicating that at least twelve schools have judged sophomores not capable of functioning in the freedom of a multiple elective curriculum. A stronger indication that younger students are often judged incapable of functioning constructively in this program is the fact that six additional schools limit the program to seniors only, although two of these anticipate expanding the curriculum as its success is proven.

The nine through twelve curriculum is employed by four schools, with two utilizing specific programs for the freshman year as described in Chapter 8. Finally, three schools have initiated programs in the sophomore or sophomore and junior years in order to pass the program through the upper grades with students.

Credits and Reporting Pupil Progress

In this new curriculum, changes have been made in the concepts of both graduation credits and reporting pupil progress. The schools employ a variety of methods to insure a student's satisfactory performance during the high school years for graduation.

The Bellefonte, Pennsylvania, program, following the state requirement of four credits of English during the four years of high school, counsels students in the scheduling of their six week courses, especially the group of "basic courses" required of every student:

> A minimum of 18 courses, or the equivalent, is required for graduation. If you fail any basic speech, composition or literature course, you must repeat it.
>
> If you fail any other course, you must repeat it or substitute another. For example, if you fail an English course during the first six week's period, you must either repeat it or substitute another during some subsequent six week's period. Such failures will obligate you to schedule two or more English courses during a six week's period, one during your regularly scheduled English period and the other during regularly scheduled study halls.

Furthermore, a minimum scholastic average must be maintained for graduation:

> . . .in any year at least five courses must be satisfactorily completed and a final grade of at least 70 must be earned in each. However, if one of the courses is failed, the final average of the six courses must be 70 or over; otherwise the course failed must be repeated or an additional course must be successfully completed during some subsequent six weeks' period.

Similarly, the Riggs, South Dakota, program requires that of fourteen quarters which may be attempted during the three school years, nine must be passing grades to satisfy the graduation requirement in English.

Other states have less strict requirements on students. Windsor, Missouri, whose state laws are apparently not so stringent as other states, requires only four semesters of English in the six semesters of tenth, eleventh, and twelfth grades. South Kitsap, Washington, also does not require a full schedule of English courses during the three high school years; students are expected to have completed five of the six semesters of high school in English for graduation, although they advise that the college-bound have six or more.

A small number of schools have gone to the "Pass-Fail" grading system, with four indicating that this is the only method used to report pupil progress. Twelve others indicate that both P-F and the traditional A, B, C are employed in their curriculums.

Scheduling and Registering

Scheduling of the multiple elective courses is less of a difficulty than it appears. Students registering for courses are asked to list two or three choices, marking them by preference. While guidance and the English department attempt to give each student his first choice, it often

happens that the second or third choice must be settled upon.

Trenton points out that changing electives at semester break can be accomplished through allowing the computer to reschedule "study periods, physical education classes, government, economics, and other semester length courses previously scheduled back-to-back." The Lake County, Colorado, curriculum has handled this rescheduling problem through the year well enough to have four separate schedulings through the year for its quarter year courses.

Other schools decline to face this problem, instead requiring that students register for all their courses at the beginning of the year. The result is that the English period remains the same for all students. An even more limited, but plausible, form of the multiple elective program proposed by one school is to schedule students into "English" first, resulting in a block of two or three hundred students of all three grades scheduled for English during a particular period. These students, then, are given the choice among several courses. The possibility of students being scheduled for the course they desire is more limited, however, because of the limiting effect of keeping the students within this time period.

A master course schedule is employed by five schools, indicating that a particular course, while not being offered one year, will be offered the next, so that students can plan their course of study early. It is generally accepted among

the schools studied that courses are automatically dropped if an insufficient number of students choose them, or, conversely, in those schools which present a great number of courses to determine how many students are interested, courses are adopted when a sufficient number enroll.

The Trenton, Michigan, program registers students in the spring of each year for the two courses which they anticipate taking. The courses may follow the course of study outlined by the student with his counsellor and his ninth grade English teacher and signed by the parents in the spring of the student's freshman year, but course changes from this original plan may be made.

> A program request indicating the courses selected will then be signed by the student and approved by his English teacher. The counselor will review with the student his plan of work and the courses he has selected for the following school year. If the plan of work, course selections, past performance and standardized test scores appear to be compatible, the student will be enrolled in the courses he has selected.

The English teacher is a vital part of the counseling process. English teachers from the South Kitsap, Washington, high school spend a day at the junior high school counseling the freshmen before their sophomore course choices are made. The Telstar, Maine, program makes students responsible for initiating conferences for guidance purposes. Telstar, Maine, is also the only school surveyed which employs modular scheduling. Their modular plan is reviewed in Appendix II.

The Total School Elective System

Educators interested in the multiple elective system in English should also be aware that total-school multiple elective systems are in existence. Three of the programs studied employ total school elective programs. Iowa University High School, Iowa City, Iowa; Telstar, Bethel, Maine; and Lake County, Leadville, Colorado, permit choice from a variety of courses in all disciplines. The transition causes little difficulty when one realizes that with the exception of social studies and English, schools have been largely non-graded and elective for a number of years. The change which has occured in history within these schools is essentially the same as the change in English, except that the chronological approach has, by necessity, been retained to a considerable extent. The result is that the Lake County choice of courses in social studies includes the following nine-week courses:

American History I - Progressive Movement (1890-1920)
American History II - Roaring Twenties (1920-1930)
American History III - Great Depression (1930-1940)
American History IV - The Great War (1940-1950)
American History V - Social and Political Unrest (1950-Present)

Western Civilization I
Western Civilization II
Contemporary World History I, II, III, IV
Current Events I
Current Events II
American Government I
American Government II
Sociology
Consumer Economics
Human Growth and Development I
Human Growth and Development II

The other courses of study in the high school which were originally largely electives also have been expanded. The Iowa University High School science department has added such interesting courses as "Problems of Population and Pollution," "Science and Culture: Mutual Effects," "Science Seminar: Individual Research Experiences," "Photographic Principles," and "Electronics." The Telstar, Maine, program has also expanded its programs, forming such courses of study for art as "Ancient Art," "Medieval Art," "Renaissance Art," "Modern Art," "Drawing Problems," "Lithography," "Sculpture I & II," and "Ceramics I & II."

Chapter 7

THE JUNIOR HIGH SCHOOL AND NINTH GRADE

Five junior high schools have made information available on their curriculums, including two from the Linda Kubiek report. This review will treat each of them individually, supplying as much pertinent data as necessary.

Waterville Junior High, Maine

The Waterville program is a heterogeneous grouping of students involving the seventh and eighth grades. Students are permitted to choose four courses at one time for all four terms of the year.

> Every course will include individualized reading and individualized spelling, writing, speaking and independent and group activities and projects.

A variety of elective courses have been formulated:

Journalism
Sports
Creative Writing
Myth and Folklore
Mysteries -- Whodunit?
Short Stories
Man and His World
Development of our Language
How to Study and Research
Oral Communication
Poetry
Famous Authors - Twain and Thoreau
Play Production
Radio and Television
American Folklore and Legends
The Novel

Hampton Junior High, Arlington, Virginia

This program is considerably more limited than the preceding one. Its emphasis is upon developing the English skills. Courses included:

Reading Remedial/Corrective - elective for 7-12
Vocabulary, Spelling, Handwriting - grade 7, remedial
Literature Appreciation - grade 7, advanced
Creative Writing

Hyak Junior High, Bellevue, Washington

Little information is available on this program. A list of courses, however, was supplied:

Humor
Readers Theater
Drama
Creative Writing
Speech
Debate
Poetry
Mythology
Journalism
Annual
Reading

The authors indicate that next year they anticipate beginning an independent study program.

Tyee Junior High School, Bellevue, Washington

As with Hyak, little information except a list of courses was made available on this curriculum:

Writing Workshop
Advanced Journalism
Reading Enjoyment
Reading Improvement
Reading Development
Speed Reading
Children's Theatre
Drama
Advanced Drama

Puppetry
Reading and Study Skills
Speech
Debate

Telstar Junior High School, Bethel, Maine

The Telstar program was adopted because of the multiple elective curriculum in the senior high school. It is considerably well developed with eighteen week courses phased in four levels. As with the high-school program, the junior high school is a total school elective system. The courses include:

Grade 7: Transitional Grammar and Composition - required for phases 3 and 4
Speaking, Writing and Listening - required for phase 2
Individualized English - required for phase 1

Electives

Humor and Imagination - phases 2, 3, and 4
Adventure - phases 2, 3, and 4
Biography - phases 2, 3, and 4
Once Upon a Time (Mythology and Folklore) phases 2, 3, and 4

Grade 8: Transitional Grammar and Composition - required for phases 3 and 4
Speaking, Writing and Listening - required for phases 3 and 4
Individualized English - required for phase 1

Electives

The Play's the Thing - phases 2, 3, and 4
The Edge of Tomorrow - phases 2, 3, and 4
Silhouettes - phases 2, 3, and 4
The Funnybone - phases 2, 3, and 4

The Multiple Elective Program in the Ninth Grade

Among schools which have included the freshman year in their high school programs, various methods have been used in

structuring the education of these young students. The Fort Hunt, Virginia, program includes them directly in the program with sophomores, allowing choice among the same courses the sophomores choose. The Chatham, Massachussets; Hillsboro, Missouri; and Lafeyette, Indiana, programs also apparently include the ninth grade in the elective program with the other three high school grades.

The Fort Fairfield, Maine, program has segregated the ninth grade from the multiple elective curriculum emphasizing English skills:

> The ninth grade English classes will be grouped heterogeneously. One day each week will be devoted to vocabulary and spelling. Two days each week the students will work on improving reading skills and studying the various forms of literature. Two days weekly will be spent on a review of fundamentals of grammar and writing.

The most unusual and imaginative approach to the freshman year of English is the Orono, Maine, program. For that reason, their description is reproduced here:

> Freshmen do not take these elective courses, but they do have an opportunity to become acquainted with the different personalities on the staff and their varied approaches to subject matter. The 100 freshmen are divided alphabetically into five groups which are scheduled into English classes during the same period each day. An English teacher is assigned to each group as a base teacher. This base teacher meets with his group for 5 days a week during the first quarter of the year to teach vocabulary, spelling, and word awareness on Monday, literature on Tuesday and Wednesday, and language usage and composition on Thursday and Friday. For the other three quarters he meets all 5 groups on a rotating schedule to offer a unit of six weeks duration which can be

taught during two or three days a week. He returns regularly to his own base group for the remaining time.

The units offered to all freshman groups by a base teacher include poetry, drama, short stories, non-fiction, and a novel. As the literary type under consideration changes, the teacher rotates. During the three quarters of this rotating schedule, each base teacher is meeting with his own group for two days per week and at other times to offer short units covering such topics as logic and critical thinking. At the same time that the freshman develops a feeling of security from identification with his own teacher, he also meets four others on the English staff. In turn, the English staff is meeting all freshmen. Therefore, the English teacher, serving for three years as a homeroom teacher for the same base group, is prepared to act as an English guidance counsellor for this base group and to assist other students when the need arises.

The sixth member of the English staff has been freed during the freshman English period to provide remedial help for students identified as having reading and comprehension handicaps. Since remedial skills classes are small, no more than five members, the teacher has a chance to provide the kind of remedial instruction and special attention each of these "special" students' needs.

Chapter 8

CONCLUSIONS AND RECOMMENDATIONS

The multiple elective program in English is worthwhile because of its ability to satisfy problems in English instruction and its use of sound educational theory. It is a worthy program both in its limited and extensive forms for engaging student interest in English. It is not necessary that schools limit themselves to a choice between total implementation and retention of the traditional English instruction. Even in limited use, as in Lincoln, Nebraska, where a three-week elective is offered between semesters each year, or in Clairton, Pennsylvania, where a similar program exists with remedial instruction for the slow and electives for the more able students during a month-long February semester break, the program has shown itself to be useful.

Schools initiating the program should begin by defining or redefining their objectives. No new curriculum can be effective if the content around which it is formed is nebulous or invalid. Certainly in the skill areas detailed behavioral objectives are necessary. One of the problems which exists in the schools studied is the apparent lack of detailed, concrete, sequential objectives in the teaching of English. While general objectives were mentioned in sequence, especially for the study of literature as outlined in Chapter 6

under "Individualizing Instruction," the objectives were not formulated to give firm guidance to the teacher in structuring the course.

With the objectives of each course should be included the beneficial outcomes anticipated with this new program stated in general philosophy objectives to give direction to the program and to make possible measurement of the results after a period of its use. Central to the general philosophy adopted must be the goal of fostering enjoyment of learning and of using the English skills.

Much time and careful consideration of the alternatives are involved in establishing a successful new program. A variety of new programs should be investigated and examined first-hand if possible. The result of these investigations and of department planning sessions, however, must be a curriculum unique to the school, because every school is unique in its needs. Scarsdale, New York, employs a program which relies heavily upon independent study; 95% of their students, however, go to college after graduation. Similarly, Trenton, Michigan, employs certain courses requiring expensive equipment and mechanical devices, but they were subsidized by a $200,000.00 federal grant. The programs of these schools have unique aspects which most other programs should not attempt to encompass.

There is a great need of the cooperation of faculty members for this program to succeed. If preliminary

investigation of multiple elective programs has not brought department members to the conviction that this is a worthwhile program, it has little chance of succeeding, especially under administration pressure. Inherent in the system is the change which will occur in pupil attitude through increased teacher enthusiasm. Reluctant and dissatisfied teachers will generate ill-feeling and distrust within the school, hardly a favorable educational environment. The cooperation of all teachers is necessary.

The courses formulated in existing programs have no apparent bounds, except the nebulous distinction that most courses involve some form of communication. There is no need for restrictions on types of courses, for even the "self-adjustment" courses can be taught as a thematic approach to literature incorporating English skills use. The important aspects of the courses should be that the skill areas are a primary objective of each course, with reading being the most important. Included among the courses must be selections which appeal to every level of student, ranging from the traditional surveys to more contemporary, youth-oriented subjects.

An initial survey of student interest in the selection of courses formulated will serve to indicate which courses will most attract students. After the survey, a master schedule can be established intended to give students a choice among a variety of courses designed to engender

interest and satisfy the needs of varying ability levels.

The Co-operative English Examination should be given to all students each year to determine their competence in the various English disciplines. With this information and records on past performance of the student, effective counseling can take place. Students will receive copies of the curriculum, study them, and schedule appointments with their English advisors who review the choices with the students and counsel them, noting the student's scores on the Co-operative English Examination and any other available test, the student's past performance in English, and the student's areas of interest. Included in the curriculum guide are the title, difficulty of the course, skills necessary before enrollment, prerequisites where applicable, and the skills which will be taught or the content of the course in an informal course description.

No information is available on how successful the Madison Avenue approach to course titles and descriptions is, but certainly the course description should reflect the tone and substance of the course. "Hot Rods" could be described as "Where it's at--hot wheels and hot guys on the move" to attract the less academically inclined student. However, study of the Bible as literature can hardly be titled "Good Vibrations from Sinai" or the description be "Read how YHWH socked it to the bad guys on the black chariots; read how Moses decided on which side to put the part in the Red Sea."

During registration, either at the end of the preceding school year or during late summer before school opens, students will select three courses, indicating by number their preferences, under the guidance of their English teachers. Schools electing to schedule the entire year at this registration will have students indicate three courses for each eighteen, nine, or six-week period. Computer programing or schedule juggling by the English department and guidance department will result in students being scheduled for one or more courses, depending on the answer they have given to the option of more than one course per semester or quarter at the bottom of the course-preference card. It is possible, through changing of courses such as physical education, driver training, and so forth, that the English courses may be scheduled in different time periods through the year. Changes in the schedule after initial choice can be made by consulting with the guidance department and student's advisor.

While some schools have indicated that able students may elect not to take English during portions of their high school career, this practice ignores the sound philosophy that education must be a continual growth to the fullest extent possible and that this growth must extend in all academic directions. Alternatives for schools anxious to exempt students to free teachers, encourage performance among students, and emphasize the freedom of the multiple elective

system exist in (1) independent study, and (2) assigning superior students to English advisors with whom they meet once a week or more by appointment for aid in voluntary additional communication assignments for other classes. In the total school elective programs, such as Telstar, Maine, students are encouraged to take English courses which correspond to the courses taken in other fields so that the English teacher can aid students in their communication assignments. In every school the influence of English should extend into all disciplines and the teacher should make himself available to students for help in communication assignments in other areas of study.

Before establishing a multiple elective program, several decisions must be made. In deciding course length, the six, nine, and eighteen week lengths are most popular. Certainly the six and nine week lengths extend the rationale behind shortening course length to a logical end, and these shorter courses cause a renewing enthusiasm in both students and teachers as well as insuring that students will benefit from the instruction of a variety of teachers. Allowing the common denominator of three weeks also makes possible the combination of all three lengths in a single curriculum. Confusion can be avoided by assigning credits with the value of one credit for one week of English instruction.

Only four schools extend the curriculum to the ninth grade, but inclusion of freshmen is a choice which must be

determined by individual schools. Mastery of the basic skills should have been accomplished in the preceding eight years of school, making a full year of concentrated effort on English skills unnecessary. After the lower grades, basic skills should be taught on an individual basis, a task which can be performed in any elective classroom. Another indication that grade nine can be included is the fact that the five elective junior high schools are apparently successful in extending the program even to years seven and eight.

Because of the lack of the highly desireable K-12 sequential English objectives in schools, often a general deficiency is found among students in skills which should have been mastered in earlier grades. The high priority of English skills makes necessary the satisfying of these deficiencies. In the multiple elective program three alternatives are available for grouping students to attack general problems: (1) conscious channeling of the students with similar problems into particular courses, (2) the "English three days a week with an interspersed elective" and (3) the "workshop method."

The first alternative involves establishing courses in remedial reading, writing, and speaking specifically designed for those deficient students and channeling them into these courses. Students are capable of understanding their own shortcomings, and are anxious to overcome them when they are shown the methods. In the traditional English

curriculum, a deficient student is merely rated "D" or "F" and is asked to repeat the course. His only knowledge is that he has failed and that this failure is connected with the nebulous "English."

A remedial course is not synonymous with the universally required courses employed by several of the multiple elective schools in this study. Requiring the same basic courses of all students negates the benefits of individualization of instruction and the precepts of the multiple elective system. Certainly the student reading on the 13+ grade level has no need of a required reading course, nor can a course in exposition aid the student having difficulty creating lucid sentences, or a course in public speaking benefit the shy child who cannot communicate effectively in interpersonal relationships. Teachers must be able to identify student needs through written records of past performance and the Co-operative English Examination and channel remedial students into classes specifically designed to satisfy their needs.

A second method of grouping students for remedial learning follows the lines of the experiment reported in the California Journal of Educational Research in which an

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[13]William Georgiades, and Joan Bjelke, "An Experiment in Five-Day-a-Week Versus Three-Day-a-Week English Classes With an Interspersed Elective," California Journal of Educational Research," 15(September, 1964), pp. 190-196.

experimental group of college preparatory juniors were given an elective of their choice for two of the five weekly English instruction days and an option to choose "Speech" for one of the remaining three days of formal English instruction. While the researchers were very reserved in accepting the apparent success of their experiment, "A face-value analysis of the findings would indicate that those pupils who had English only three days a week performed twice as well on the ETS English Exam."[14] While the electives in the experiment were not strictly English, the possibility remains for English elective courses, especially those designed for the less able student, to include two "enrichment days" in the week during which advanced students are free to pursue enrichment activities or mini-electives and remedial students to be regrouped for instruction in their deficient areas.

The third method of grouping students for remedial instruction follows the guidelines suggested by Indiana, Pennsylvania, as derived from the British "workshop method"[15] of grouping, a form of team teaching. Teachers who have English classes during the same block of time (period 1, 2, etc.) meet regularly after school to discuss general deficiencies

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[14]Georgiades, p.198.

[15]Herbert J. Muller, The Uses of English (Holt, Rinehart and Winston, Inc.: New York, 1967), p. 32.

which their students exhibit. It is arranged for all students during this block of time to be periodically regrouped for activities which might range from the routine to remedial. The methods of grouping depend upon the activity planned, so that sociometric, interest, ability, creativity, reading ability, or deficiency grouping are variously employed for more effective instruction. Remedial students, especially, can be grouped according to their difficulty for special aid in overcoming the problem. The unfortunate aspects of homogeneous grouping are avoided by frequently changing the type of grouping and students involved.

Because instruction in skills is so important to the curriculum, teachers must take a realistic look at the English skill areas. By far the most important area is in reading skills. Designers of new curriculums might do well to take some direction from the Melbourne, Florida, non-graded school in emphasizing reading skills to a great extent with all students severely retarded in this area and to some extent every year with students reading below their grade-level. Certainly, reading in developmental reading and remedial reading classes should be included in every curriculum, and improving reading skills should be a stated objective in every course of study.

Research continues into the effectiveness of formal written composition instruction with contradictory findings,

some, however, indicating that composition instruction in the upper grades has little or no effect on ability in composition. Regardless of whether such instruction is worthwhile or not, English teachers can rely on the fact that research writing and expository writing are of little benefit to the slower student while letter-writing, application writing, and so forth may be useful. Vocational writing and everyday writing courses must be available as well as expository and research writing.

In speaking and listening, the opportunity for formal speaking situations occurs so seldom for the average person that instruction in formal speech is worthwhile only for the advanced student. Instruction in impromptu speaking, parliamentary procedure, group discussion, and class participation are invaluable for average students, and small, informal classes in which students having difficulty in interpersonal communication can be encouraged to relate personal experiences or discuss subjects on which they have knowledge will be of great personal value to severely inhibited students. Submitting these students to the icy plunge of the formal speech situation under the scrutiny of their more able peers is dangerous cruelty, not effective education. A valid movement is also forming to teach speech from a listener's point of view, for half of our involvement in informal speaking consists of listening, and nearly all of our

involvement in formal speech situations is limited to listening.

It is generally conceded that instruction in any form of grammar has no appreciable effect on ability in writing or in reading. Grammar instruction may be beneficial, however, prior to taking a foreign language. English language usage should be taught, after the lower grades, on an individual basis.

In literature study, the Olympia, Washington; Trenton, Michigan; and Telstar, Maine, plans appear most sound. For students retarded in reading and literature study, the emphasis is upon supplying the tools for later cultivation of learning through emphasizing reading for pleasure to the exclusion of all other literature disciplines. This objective is included for the average student, also, but he can learn the artistic aspects of the literary effort as well. Finally, the advanced student in reading and literature study enjoys both emphases with concentration on the literary effort and form.

No grouping is without difficulties. Educational research indicates positive and negative aspects of both heterogeneous and homogeneous grouping by ability, with little agreement among experimental data. The results of the Trenton, Michigan, evaluation, however, indicate that "phasing" is effective and does not result in demoralizing slower students as may happen with homogeneous grouping. The attitude

of students, in fact, significantly changed among all students so that English became more enjoyable. Therefore, the beneficial aspects of homogeneous grouping are retained without the harmful effects, presumably because of the free choice with counseling which is involved.

While the "A, B, C" grading system is inadequate, the P-F system is little better. It is unfortunate that the most realistic methods of reporting pupil progress are employed for a minority of students. The written report of learning problems and the filing of a check-list of deficiencies of the failing student as well as the parental conference to discuss his lack of progress, the only realistic methods of reporting pupil progress, are reserved for the failing student. A written report of progress and of the skills learned, and/or a checklist of strong and weak points, and/or parental conference during two or three days twice a year are the most adequate methods of reporting pupil progress.

Courses should be made available for all levels of student interest and ability. There is a tendency, in some of the schools, for the authors to attempt to satisfy the longing present from first-year teaching to bring the mature college courses enjoyed so much by teaching faculty during their college years to the public school. While being able to teach courses of interest to teachers is important in the curriculum, student's needs must be foremost. While it may

be tremendously cathartic for the teacher implementing these courses, they may ignore the needs and interests of the students by presenting courses beyond their maturity.

Finally, there is need of extensive testing of students to determine pupil progress and attitude in the new program. It also remains important for English teachers to concern themselves with the effectiveness of their methods in attaining the indicated educational goals.

Regardless of the variety of multiple elective program adopted, educators must hold as central objectives the engendering of student interest in English, the cultivation of a desire to use the English skills, and acquisition of a competency in these skill areas. The multiple elective program appears to be able to accomplish these objectives.

APPENDIXES

APPENDIX I

The Palo Alto Program

The well-developed Palo Alto program is probably the most imaginitive in its use of contracting to individualize instruction. All courses may be taken within the "pass-credit" policy of the school under the following program:

> All courses in the first (white) section are offered for ENGLISH GRADUATION REQUIREMENT CREDIT. This means that, as with present classes, the various basic writing, reading and speaking skills will be practiced and taught and that a significant piece of writing will be required every two weeks. There are some options available, however. If there is an option, this will be stated between the "Possible Teachers" line and the "Course Description" and indicates special types of credit which can be individually contracted for with the teacher of the course. This credit line for some of the courses, for example: ENGLISH 31: FILM STUDY, states that STUDENTS MAY CONTRACT FOR ENRICHMENT CREDIT. "Enrichment Credit" means that the student is taking the course after his English graduation requirement has been completed. The student who contracts with the teacher for "Enrichment Credit" generally will NOT be required to fulfill the basic skills or writing requirements that the regular student must complete. Thus, though receiving credit for taking the course, this "Enrichment Credit" student WILL NOT BE FULFILLING HIS ENGLISH GRADUATION REQUIREMENT BY TAKING THIS COURSE.
>
> Other courses in the white section, for example ENGLISH 90: THE WORLDS OF CHAUCER AND SHAKESPEARE, may be contracted by Advanced Placement students for AP credit. This would entail agreement beforehand and fulfillment of a contract which involves work of superior quality beyond the regular requirements of the course.
>
> The courses in the second (blue) section are being offered for ENRICHMENT CREDIT ONLY and DO NOT fulfill the English graduation requirements. A student signs into these in addition to a course which

he is taking for English graduation requirement credit or after his English graduation requirement is fulfilled. Certain of these Enrichment courses, as indicated on the credit line, can be contracted (by a limited number of students) with the teacher for English graduation credit. This must be worked out, as with all contracts, on an individual basis with the teacher of the course. MAKING THE CONTRACT DOES NOT AUTOMATICALLY GIVE THE STUDENT ENGLISH GRADUATION REQUIREMENT CREDIT. THE FULFILLMENT OF THE CONTRACT TO THE SATISFACTION OF THE TEACHER ALLOWS THE CREDIT TO BE GIVEN.

It is possible for a student to take a course designated for "Enrichment Credit" if he is not simultaneously taking a course for English graduation requirement or if he has not already fulfilled the requirement, BUT he should understand that his ENGLISH GRADUATION REQUIREMENT IS NOT BEING FULFILLED BY THAT COURSE.

APPENDIX II

THE TELSTAR TOTAL-SCHOOL ELECTIVE MODULAR SCHEDULING

Telstar, Maine, is the only school studied which employs modular scheduling. Their description is reproduced here:

> The daily school schedule will consist of twenty-four (24) fifteen-minute periods or modules. The exact length of a class or selection meeting will vary from day to day but will be a multiple of these fifteen-minute modules--30 minutes, 45 minutes, etc. The length of the meeting will depend of the type of instruction planned and the demands of a given selection. Most selections will not meet every day, but rather two, three, or four times a week. This flexibility allows a student to elect more selections than usually possible, thus giving him an opportunity to explore various areas of interest within the normal school day.
>
> Students not scheduled for selection meetings within a given day will have an opportunity to browse, study and do research reading in the library; to conduct laboratory experiments in the research center; to have conferences with their teachers and guidance counselors; to work independently in the mathematics laboratory, art studio, music suite, and physical education area; to study in an area provided; or to relax in the cafeteria.

The accompanying sample schedule will give an indication of the method in which the modular schedule can be implemented. It is reprinted from the Maine Curriculum Bulletin.

NAME _____ HOMEROOM _____

TIME	MODS	MONDAY	RM	TUESDAY	RM	WEDNESDAY	RM	THURSDAY	RM	FRIDAY	RM	MODS	TIME
7:45		Warning Bell											7:45
7:50		Homeroom											7:50
8:00	1	542	106	542	105			542	105	542	105	1	8:00
8:15	2	↓		↓				↓				2	8:15
8:30	3	↓		↓				↓				3	8:30
8:45	4	↓		↓				↓				4	8:45
9:00	5	Gym		131A	212	131A	212	131A	212	131A	212	5	9:00
9:15	6	↓		↓		↓		↓		↓		6	9:15
9:30	7	↓		↓		↓		↓		↓		7	9:30
9:45	8	↓										8	9:45
10:00	9	323	201	Gym		323	201	323	206	323	201	9	10:00
10:15	10	↓		↓		↓		↓		↓		10	10:15
10:30	11	↓		↓		↓		↓		↓		11	10:30
10:45	12			↓								12	10:45
11:00	13					434	205			434		13	11:00
11:15	14					↓						14	11:15
11:30	15			434	205	↓		434	205			15	11:30
11:45	16			↓		↓		↓				16	11:45
12:00	17											17	12:00
12:15	18	241	209	241	209	241	209			241	109	18	12:15
12:30	19	↓		↓		↓						19	12:30
12:45	20	↓		↓		↓						20	12:45
1:00	21					↓						21	1:00
1:15	22	246B	211	246B	211			246B	211	246B	211	22	1:15
1:30	23	↓		↓				↓				23	1:30
1:45	24	↓		↓				↓				24	1:45
2:05	HOMEROOM												2:05
2:15	DISMISSAL												2:15

COURSE NUMBER:
- 542 Physics
- 323 Spanish II
- 241 Sociology-Psychology
- 246B U. S. History
- 131 American Literature
- 434 Trigonometry

APPENDIX III

THE BELLEVUE, WASHINGTON, HUMANITIES PROGRAM

Reprinted here is the description of the full-year humanities courses offered to above-average students in each grade-level in lieu of the shorter elective courses. The levels used are Brown phasing designations.

HUMANITIES - 3 Year Program

Level
3 4 5

Sophomore Humanities - 046 - one year

PROCEDURE FOR ADMISSION: Ninth grade students will apply to their English teacher to be considered for Humanities. English teachers will submit applicants' names to the ninth grade counselor who should consider the following criteria in making recommendation:

a) Ninth grade GPA -- 3.0 or above
b) Ninth grade English -- grade of B or above
c) Student's dependability and maturity of interest
d) Achievement scores on available standardized tests

No screening will be done by the high school. No student will be excluded if interest and desire outweigh previous achievement record.

Sophomore Humanities is a full-year course. Composition is integrated, throughout, with study of books chosen with reference to sophomore needs and interest in the introduction to fiction (old and new), poetry (traditional and modern), and drama (ancient, Renaissance, and modern). Grammar and syntax are studied and drilled; this includes a survey of the history of the English language. The results of reading and drill are brought together in papers that develop themes of depth and scope. Readings are from the following general areas and specific works: modern short stories, poetry, traditional and modern, and novels: Fitzgerald's The Great Gatsby, Remarque's All Quiet on the Western Front, Conrad's Heart of Darkness, Paton's Cry, the

Beloved Country, Bedier's Tristan and Iseult, T. H. White's The Once and Future King (source of Camelot, the musical); older works--Homer's Odyssey, Sophocles' Antigone, Shakespeare's Julius Caesar and Macbeth, and one modern drama, depending on the Seattle Repertory Theatre program for the year.

Junior Humanities - 047 - one year 3 4 5

Prerequisite: Sophomore Humanities 046 and/or previous English teacher's recommendation.

The reading list for this course includes: English 16th and 17th Century poetry, Hoffman's American Poetry and Poetics; Hawthorne's The Scarlet Letter; Melville's Moby Dick; Crane's Red Badge of Courage; Twain's Adventures of Huckleberry Finn; Wilder's Three Plays; Norris' The Octopus; Lewis' Babbitt, Steinbeck's Of Mice and Men, and T. S. Eliot's Selected Poems.

The poetry, novels, and plays are studied in chronological order with reference to their reflection of American thought and its many literary forms. Composition is again integrated with the readings and analyses of them. Students working toward college entrance are expected to show growth in vocabulary, reading ability, style in composition, and independence in study and analyses of works assigned.

Senior Humanities - 048 - one year 3 4 5

Prerequisite: Junior Humanities 047 or teacher recommendation.

The reading list for this course includes: Homer's Iliad; Sophocles' Theban Plays; Plato's Phaedo; Marcus Aurelius' Meditations; Ross' The Medieval Reader; Chaucer's Canterbury Tales; Shakespeare's King Lear, Hamlet, and Macbeth.

In the second semester the following works are available: David Wright's trans., Beowulf; Dante's Divine Comedy; Milton's Paradise Lost; Alexander Pope's Selected Works; Jonathan Swift's Gullivar's Travels; Smollet's Humphrey Clinker; Bronte's Wuthering Heights; Tolstoy's Anna Karenina; Ibsen's Selected Plays; Shaw's Major Barbara; Joseph Conrad's The Nigger of the Narcissus; James Joyce's The Portrait of the Artist as a Young Man; T. S. Eliot's Murder in the Cathedral, and Jean Anouilh's Becket. The emphasis in this semester is on independent study of three of these works selected by the student and on the basis of class introduction developed into papers representing the kind

of problems emphasized in college courses in Literature and Humanities. A survey of the history of music is an important activity in the latter part of the spring quarter.

APPENDIX IV

TITLES OF COURSES EMPLOYED BY THE SCHOOLS

I. ENGLISH SKILLS

A. PRAGMATIC ENGLISH

1. BUSINESS ORIENTED ENGLISH

a. Business English
b. Business Communications
c. Vocational English
d. Business English Fundamentals
e. Occupational English
f. Vocational Report Writing
g. Business Letter Writing
h. Communicative Work Skills
i. English Usage

2. ENGLISH FOR EVERYDAY LIFE

a. Contemporary English
b. Practical English
c. Every Day Writing Skills
d. Improvement of Writing
e. Consumer Education

B. REMEDIAL ENGLISH

1. GENERAL COMMUNICATION SKILLS

a. Fundamental English
b. Writing Clinic

2. REMEDIAL READING

a. Individualized English
b. Correctional Reading
c. Remedial Reading
d. Basic Reading Skills

C. READING

1. BASIC READING

a. Basic Reading
b. Reading
c. Reading Workshop
d. Reading Improvement
e. Reading Development

2. ADVANCED READING

a. Developmental Reading
b. Improvement of Reading

c. Improving Reading Skills
d. Reading Improvement
e. Advanced Reading Techniques
f. Reading Effectively
g. Advanced Reading
h. Reading Development
i. Reading Skills
j. Tactics
k. Faster and Better Reading
l. Reading Lab

3. SPEED READING

a. Speed Reading
b. Read Faster

D. WRITING

1. BASIC COMPOSITION

a. Composition
b. Techniques of Writing
c. Contemporary Composition
d. Basic English
e. Rhetoric
f. Writing
g. Basic Composition
h. Writing Workshop
i. Writing
j. Write - on!
k. Pup Tents or Cathedrals: Different Kinds of Writing

2. ADVANCED COMPOSITION

a. Advanced Composition
b. Advanced Writing
c. College Preparatory Writing
d. Intermediate Composition
e. Description and Narration
f. Writing Lab
g. Writing Clinic
h. Writing Workshop
i. Creative Writing
j. Expository Writing
k. Advanced Expository Writing
l. Exposition

3. JOURNALISM, YEARBOOK, AND NEWSPAPER

a. Journalism
b. Journalistic Writing
c. Annual
d. Newswriting
e. Practical Writing

E. SPEAKING

1. BASIC SPEECH

a. Fundamentals of Speech
b. Learn to Speak Effectively
c. Introduction to Speech
d. Oral Composition
e. Oral Communications
f. Speech
g. Basic Speech
h. Basic Speech Development
i. Essential Speech Experiences
j. Beginning Speech
k. Communications

2. ADVANCED SPEECH

a. Persuasive Speaking
b. Voice and Diction
c. Groundwork for Public Speaking
d. Public Speaking--A Mini-Course
e. Public Speaking
f. Advanced Speech
g. Parliamentary Procedure
h. Forensics
i. Argumentation, Discussion, and Debate
j. Readings in Public Address

3. DRAMATIC INTERPRETATION

a. Dramatic Interpretation
b. Dramatic Reading
c. Reading with Meaning
d. Oral Interpretation and Dramatics
e. Oral Interpretation

4. DEBATE

a. Debate Workshop and Seminar
b. Debate
c. Novice Debate

F. GRAMMAR AND USAGE

1. Grammar
2. Rammarg
3. World Sociology--or Traditional Language Study
4. Grammar Usage
5. English Usage
6. Senior Review Grammar
7. Advanced Grammar
8. Grammar for Business Writing and Foreign Language
9. Fundamentals of Grammar and Usage
10. English Usage Workshop
11. Transformational Grammar

C. GENERAL MECHANICS

1. Phonetics, Vocabulary and Spelling
2. College Bound English Preparation
3. Spelling and Vocabulary
4. Vocabulary Enrichment
5. Language Experience

II. LITERATURE STUDY

A. TRADITIONAL COURSES

1. British Literature Survey
2. English Literature: Beginnings to 1500
3. English Literature: From Beowulf to the Classical Period
4. English Literature: From the Romantic Period to the Present
5. English Literature
6. Major British Writers
7. Major English Authors
8. Survey of American Literature
9. Adventures in American Literature
10. Readings in American Literature
11. Masterpieces of American Literature
12. Major Works of Early American Masters
13. American Literature Seminar
14. A Sampler of American Writing

B. PERIODS OF LITERATURE

1. English Literature: The Renaissance
2. Color It _____ [Victorian Literature]
3. The Inconsistent Victorians
4. The Victorian Spirit
5. America's Golden Day
6. Modern American Literature
7. Contemporary American Literature
8. Modern American Prose

C. STANDARD AUTHORS OR THEIR WORKS

1. Shakespeare
2. Shakespeare's Student Prince
3. Shakespearian Comedy
4. Shakespearian Tragedy
5. The Case of Richard III: Statesman or Villain
6. The Bard
7. The Worlds of Shakespeare and Chaucer
8. Hemingway
9. Hemingway and His Generation
10. Twain and London
11. Mark Twain and His Contemporaries
12. It's April [Canturbury Tales]

13. Chaucer
14. Thomas Hardy, The Man and His Novels
15. China: Then and Now [Pearl Buck]
16. Austen and the Brontes
17. Twentieth Century Novelists: Faulkner and Hemingway
18. Nobel Prize Authors
19. American Gothic: Short Stories and Poetry of Edgar Allen Poe

D. POETRY

1. Poetry
2. Introduction to Poetry
3. Exposure to Poetry
4. Understanding Poetry
5. Poetry Seminar
6. Poems, They are a'Changin'
7. Glory Be to Dappled Things
8. IT'S A BIRD IT'S A PLANE IT'S A POETRY UNIT
9. Modern Poetry
10. Modern American Poetry
11. Medieval Through 18th Century Poetry
12. Romantic and Victorian Poetry
13. 20th Century Poetry
14. Major English Poets
15. Writing About Poetry

E. NONFICTION

1. Nonfiction
2. Exploring Non-Fiction
3. Survey of Modern Non-Fiction
4. Impact: Truth Is Stranger than Fiction

F. ESSAY

1. Informal Essays and Poetry for Enjoyment
2. Essays and Poetry
3. The Essay
4. The Essay and Personal Style

G. BIOGRAPHY

1. Biography
2. Biography and Autobiography
3. Ike: Man of Letters

H. SHORT STORY

1. Short Story
2. Introduction to the Short Story
3. Introduction to Fiction
4. American Short Story

5. Studies in the Short Story
6. Short Story and Short Novel
7. Seminar in Short Story and Novel
8. Modern Short Stories
9. Development of the American Short Story
10. The Non-American Short Story
11. The Russian Short Story
12. World Wide Short Stories
13. The Story
14. Stories

I. SCIENCE FICTION

1. Science Fiction as Social Protest
2. Science Fiction
3. What Might the Future Hold?
4. Utopian Literature and Science Fiction
5. Science Fiction Novels
6. Space Odyssey 4002

J. NOVEL

1. The Novel
2. Introduction to the Novel
3. Aspects of the Novel
4. Development of the Novel
5. Evolution and Structure of the Novel
6. Early English Novel
7. American Novel to 1900
8. 19th Century Novel
9. Novel of Character
10. 19th Century British Novel
11. Traditional Novel
12. 20th Century Novel
13. The Gothic Novel
14. Novel of Character
15. Historical Novel
16. The Psychological Novel
17. Modern American Novel
18. Modern Novel
19. The Russian Novel
20. The American Novel
21. The American Novel of the Twentieth Century
22. Early American Novel
23. Modern English Novel
24. The Best of the Biggies
25. Novels for the College Bound

X. WORLD LITERATURE

1. World Authors
2. Masterpieces of World Literature
3. Comparative Literature
4. Masterpieces of American and European Literature

5. Writings that have Shaped the World
6. Modern World Literature
7. Modern European Literature
8. French Literature
9. Russian Literature
10. Asian Literature
11. International Literature
12. German Literature
13. Russian and European Literature
14. If It's Tuesday This Must be Paris--Literature Around the World
15. European Classics

L. DRAMATIC LITERATURE

1. Drama
2. Dramatic Literature
3. World Drama
4. Development of Drama
5. Greek Drama
6. Early British Theater
7. Restoration Drama and 18th Century
8. Beginnings of Modern Drama
9. Modern Drama
10. Modern English Drama
11. Modern European Drama
12. Current British Drama
13. Modern American Drama
14. Poetry and Drama
15. Nonfiction and Short Plays
16. Comedy
17. Comedy and Tragi-Comedy
18. The Trial
19. A Hundred Thousand Heroes
20. The Silken Thread
21. Prescriptions for Life
22. Readings in Drama
23. Broadway Plays and Musicals
24. Theatre of the Absurd

M. MYTHOLOGY AND FOLKLORE

1. Mythology
2. Folklore
3. Myth, Legend and Fable
4. Fairy Tales Old and New
5. Mythology and Folklore
6. Background for Literature
7. Introduction to Greek Mythology
8. Classical Mythology
9. Zeus's Thunder Bolts
10. Mythology--Roman

N. THE BIBLE

1. Mythology, Folklore and the Bible
2. The Bible as Literature
3. The Bible
4. Literature of the Bible
5. Great Literature From the Bible

O. THE EPIC

1. Epic
2. The Folk Epic
3. The Literary Epic
4. The Homeric Epic

P. THEMATIC LITERATURE STUDY

1. Man in Conflict
2. Absolute Power
3. A Serious Look at Man
4. Fall of Innocence
5. The Search for Happiness
6. To Agree or Dissent
7. Man's Inhumanity to Man: Learned or Inate
8. Initiation--The Myth of Adolescence
9. Revolt and Revolution
10. The Jazz Age: The Lost Generation and American Despair
11. Mutiny
12. Two Faces of War
13. Blood and Guts
14. War: Catch and Courage
15. "What Fools These Mortals Be"
16. "Escape--come on over"
17. Behind Every Successful Man
18. Accent on Youth
19. Your Own Thing
20. Adjustment: The Handmaid of Maturity
21. The Image Abroad: Modified American or European Plan
22. Literature of War
23. The Bad Seed
24. And Have Not Charity
25. The Measure of a Man
26. Closer to the Truth
27. Far Away Places
28. Conformity vs. Individualism
29. Quest for Power and Fulfillment
30. Search for Identity
31. Justice vs. Injustice
32. Struggle for Survival
33. Man Standing Alone
34. Dilemma of the Underdog

35. Man vs. Nature
36. Man's Conscience
37. Man Challenging Authority
38. Pessimism
39. Man Meets His Personal Challenges
40. The American Dream
41. Search for Identity
42. Utopia: Dream or Nightmare
43. Chess Literature
44. Psychology through Literature
45. Civil Disobedience in American Literature
46. The Search for Self
47. The American Myth: The Darker Side of American Literature
48. The American Anti-hero
49. Tiger in a Cage
50. Once Before I Die
51. Man on Earth-Ecology in Literature
52. Man in Crisis: The Breaking Point
53. The American Myth: The Desire for Success
54. Man in Society
55. The American Community

Q. AREAS OF LITERARY STUDY OF SPECIAL INTEREST TO STUDENTS

1. Literature of the Old West
2. Westerns
3. Literature of the American West
4. American Fronteir
5. Spy Stories
6. A Touch of Mystery
7. Mystery
8. Mystery Stories
9. Stories of Suspense
10. Hot Rod
11. Sports
12. Literature of Sports
13. Sports and the Outdoors
14. Stories of the Sea
15. Literature of the High Seas
16. Adventure
17. Adventure and Excitement
18. Teen-Age Novels
19. Literature that Appeals to Youth
20. Literature of the Adolescent Years
21. Literature of Interest to Boys
22. Literature of Interest to Girls
23. Accent on Youth
24. Our Gang
25. Humor
26. Tales of the Gothic and Bizarre

27. Tales of the Supernatural: Dark Shadows and Stuff
28. Recreational Literature
29. The Comic Spirit: Wit and Humor in America and Elsewhere
30. The Gentle Art of Murder
31. Modern Music

R. AREAS OF LITERARY STUDY OF MORE ACADEMIC INTEREST

1. Literature of Social Criticism
2. Local Color Writers
3. A Portrait of Maine
4. Satire: The Literary Prescription for Improvement of Society
5. Romanticism and Realism
6. American Humorists
7. Social Satire
8. Satire
9. American Idealism: The American Dream
10. Utopia and Anti-Utopia
11. Contemporary Literature
12. Smirks and Chuckles
13. Nebraska Writers
14. Literature of Popular Science
15. Fantasy and Children's Classics

S. GENERAL LITERATURE STUDY COURSES

1. The Nature of Literature
2. Literary Adventures
3. Reading Modern Literature
4. Introduction to Literature
5. Basic English--Literature

T. LITERARY CRITICISM

1. Literary Criticism
2. Principles of Critical Analysis
3. Critical Writing
4. Studies in Literary Criticism

III. MINORITY STUDIES

A. MINORITY GROUPS GENERALLY

1. Literature of the Minorities
2. Literature of American Minorities
3. The Marginal Ones
4. The Cry of the Minority
5. The Problems of Minority Groups
6. Pot Pourri

B. BLACK STUDIES

1. The Black American
2. The Negro Renaissance

3. Black Literature
4. American Black Literature
5. Slave to Black Nationalist: Black Literature

IV. FILM AND MASS MEDIA

A. MASS MEDIA IN GENERAL

1. Evaluation of Mass Media'
2. Mass Media--Persuasion
3. Mass Media--Comparative Study
4. Basic Communication
5. Mass Media
6. Contemporary Media
7. Media
8. Propaganda
9. Contemporary Reading and Mass Media
10. Bad Mouth & The Crowd: Propaganda and Mass Media

B. MAGAZINES AND NEWSPAPERS

1. Magazines and Newspapers
2. Magazine
3. Modern Periodicals

C. FILMS, MOTION PICTURES

1. Film Study
2. Film Media
3. Filmmaking
4. Film
5. Film Education
6. The Creative Eye
7. Cinematography
8. Art of the Motion Picture
9. Theatre Arts III, IV
10. Literature Without Reading
11. The Film as Art Form
12. Film Language

V. THE STUDY OF LANGUAGE

A. Language Study
B. Language
C. Language in Thought and Action
D. Linguistics
E. Semantics
F. Words
G. Modern Grammar
H. Study of English Language
I. History of the English Language
J. Montage
K. Communication
L. Developing and Applying Language Skills
M. Advanced English Usage

VI. THEATRE ARTS

A. Theater Arts
B. Drama
C. Basic Drama
D. Drama Seminar
E. Introduction to Theater
F. "All the World's a Stage," want to play?
G. Creative Dramatics
H. Stagecraft
I. Elementary Acting
J. Advanced Theater Arts
K. Drama: A Season of Live Theater
L. Beginning Drama
M. Advanced Drama
N. Role Playing
O. Break a Leg
P. Live Theater
Q. Introduction to Acting and Stagecraft
R. Children's Theater
S. Puppetry
T. Reader's Theater

VII. COURSES AIMED TOWARDS PSYCHOLOGICAL ENDS, SELF-REALIZATION AND SELF-ADJUSTMENT

A. Home and Family
B. The Family
C. Crisis of Adolescence
D. Teen-Age Problems
E. Self-Recognition
F. Who Am I?
G. Reason vs Emotions
H. Social Creativity
I. Vocations
J. Occupational Opportunities
K. Learning to Be Free
L. The Human Potential
M. Point of Departure
N. Leisure and Recreation

VIII. SOCIAL AWARENESS AND PROTEST

A. The Outsider
B. The American Identity
C. Rebels, Deviants and Retreatists
D. Social Criticism and Contemporary Issues
E. Disillusionment with Life and Society
F. Youth in Rebellion
G. Phoniness of Society
H. The Individual in Society
I. Literature of Revolution

J. Picket Me Blue
K. Conformity vs Individualism
L. Problems of Society

IX. HUMANITIES

A. Humanities--Arts in America
B. Humanities
C. Literature and the Arts

X. PHILOSOPHY

A. Introduction to Philosophy
B. Philosophy
C. Philosophy in Literature
D. Logic
E. Problems in Philosophy
F. Philosophical Foundations of East and West
G. Existentialism
H. Literature of Philosophy & Religion
I. Literature of Existentialism

XI. RESEARCH METHODS

A. Techniques of Research
B. Research
C. Research Methods
D. Research Seminar
E. The Research Paper
F. The Research Paper and Literary Techniques
G. Laboratory Research Project
H. Literary Research
I. Write on & on

XII. INDIVIDUAL WORK

A. Independent Reading
B. Independent Study
C. Individualized Reading
D. Individual Projects
E. Independent Study Courses in Literature
F. Hooked on Books
G. Special Projects
H. Do Your Own Thing
I. Reading for Pleasure
J. Individual Investigation
K. Group and Individual Projects in Literature and Art

XIII. WORKING WITH IDEAS

A. Seminar in New Dimensions
B. Understanding Other Cultures
C. Seminar in Ideas

XIV. STUDY SKILLS

A. Reading and Study Skills

B. Right-on
C. Studying

XV. CREATIVITY

A. Blow Your Mind
B. A Taste of Creativity

XVI. PREPARATION FOR COLLEGE

A. One Last Backward Glance
B. "Cool it!"
C. College Skills Review
D. College English

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